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A COMPARATIVE ANALYSIS OF
GRADUATE CRIMINAL JUSTICE EDUCATION PROGRAMS
IN CALIFORNIA STATE UNIVERSITIES AND COLLEGES

JERRY G. BURROW
B.S., Michigan State University, 1965

THESIS

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS
in
CRIMINAL JUSTICE
at
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

APPROVED:

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CHAPTER I

INTRODUCTION

The subject of this study is graduate criminal justice education in California State Universities and Colleges (CSUC). It contains descriptions, comparisons and discussions of the CSUC graduate programs with emphasis on program changes that occurred between 1970 and 1977. Pertinent data from all the graduate criminal justice programs in the United States are used as a basis for comparison and discussion.

Graduate programs are conveniently distinguished from undergraduate programs in university catalogs by listing and describing the programs, requirements and courses in separate sections or even by publishing a separate catalog for the graduate programs. In reality, the distinctions are not nearly so clear. Much of the existing literature makes no distinction, but explicitly focuses on the undergraduate, not the graduate. In many respects, the graduate programs, particularly at the master's level, are adjuncts or extensions of undergraduate programs often sharing the same faculty, library and orientation.

The nature of this relationship between graduate and undergraduate programs suggests that one element cannot be

examined independently of the other one and therefore impacts the scope and content of this study. Similarly, in order to place the specific programs being studied in perspective, they must be examined in relation to other programs and in relation to each other. In addition to scope and content mentioned above, these factors were also significant determinants of this study's parameters, methodology and organization.

The difficulties involved in conducting such a study without first-hand (on-site) knowledge of the various institutions and programs are fully understood and appreciated. In reporting the results of a similar study, Dr. Charles W. Tenney, Jr. described the problem very well. His remarks are equally applicable to this study.

In the final analysis, what takes place in the classroom (and as a result of it) is the crucial determinant of the relevance and success of any educational experience. There is no adequate substitute for first-hand knowledge of instructional dynamics, of the interaction between student and teacher. This report, therefore, considers the ideas of criminal justice programs; the realities remain for speculation and further study.

In spite of this problem, the writer believes that what follows is an accurate description of a logical exercise conducted to identify the relevant aspects of the phenomenon being studied--graduate criminal justice education. Perhaps, the study will suggest some functional relationships between those aspects, but the focus of this endeavor is not why but what is!

¹Charles W. Tenney, Jr., Higher Education Programs in Law Enforcement and Criminal Justice, (Washington D.C.: U.S. Government Printing Office, 1971) p. 2.

Statement of the Problem

Succinctly stated, the major question to be answered by this study is: What is the state of graduate criminal justice programs in the California State Universities and Colleges system? The state of criminal justice graduate education is considered to be the sum of program elements such as purpose, types of degrees, degree requirements, and courses. Therefore, this major question must be addressed in terms of several sub-questions: Which of the campuses in the CSUC system offer graduate criminal justice programs? What are the purposes, types of degrees, degree requirements, and course orientations of each program? How do these programs compare with other criminal justice graduate programs throughout the nation? How do they compare with each other? Are the programs static, or have they changed, particularly in the last seven years?

Need for the Study

While the general subject of criminal justice education has been the object of several studies, the graduate segment has not received much scholarly attention. Typically, when criminal justice education is addressed, the graduate level is only alluded to or mentioned briefly in passing from one subject to another, for example: the National Advisory Commission on Criminal Justice Standards and Goals published a 300 page volume containing proposals for fundamental reform of the management and operation of the criminal justice system. One chapter was devoted to education and curricula development;

however, the graduate programs were covered in two sentences;

The State University of New York at Albany and the University of Southern California have pioneered the development of a graduate curricula in criminal justice. These programs are promising and should be referred to by other states as they review their educational needs.²

In fairness to the Commission, there were only 41 graduate programs compared to 211 undergraduate programs in existence at the time.³ However, the problem of limited attention remains the same today with over 100 graduate programs in operation. Hopefully, this study will make at least a small contribution to the existing body of knowledge in that it codifies course listings and compares changes in graduate criminal justice programs in the system in which this initial research has been done.

Educators responsible for implementing new programs or modifying existing ones may find the data contained herein useful in determining the current status of curriculum development and degree requirements at other institutions.

Used in conjunction with individual university catalogs and graduate bulletins, this study should be helpful to prospective graduate students in selecting a particular program that matches their academic interests and vocational needs.

Possibly, this study may lead to further research and

²National Advisory Commission on Criminal Justice Standards and Goals, Report on the Criminal Justice System, (Washington, D.C.: Government Printing Office, 1973) p. 171.

³International Association of Chiefs of Police, The Law Enforcement and Criminal Justice Education Directory, (Washington D.C.: International Association of Chiefs of Police, 1975) p.3.

ultimately to the development and acceptance of some form of accreditation standards for graduate criminal justice programs.

Definition of Terms

The following definitions are appropriate for this study; however, many of the terms, such as criminal justice, criminology and police administration are used interchangeably by educators and practioners.

California State Universities and Colleges (CSUC):

While the system actually includes 14 universities and five colleges, this study is only concerned with the institutions offering graduate criminal justice programs. Therefore, the initials CSUC will be used with the understanding that it applies only to those campuses.

Catalog: The periodic publications used to list and describe the various programs offered by individual universities. The term also includes general bulletins and graduate bulletins.

Criminal Justice Education: The broad field of study encompassing the police, courts and corrections. Donald H. Riddle provided an excellent definition:

Criminal justice may properly be designated a field of study...it is a derivative field drawing theories, methods and knowledge from existing disciplines, primarily but not exclusively from the social sciences. What seems to me to be emerging is a field which draws heavily from anthropology, sociology, psychology, political science and law; and less heavily, but importantly, from economics, philosophy, literature, history, and natural sciences.

In broad terms, the field of criminal justice seems to

me to embrace three broad subcategories of knowledge and theory:

First, there is social control, by which I mean the theories of control of the behavior of man in behalf of social order and the various methods utilized by different societies for controlling the social behavior of their members. Given the heavy reliance upon the criminal law in this society, any program offered by American institutions is likely to contain a heavy emphasis on the law. In general, however, this subfield would seem to me to draw most heavily upon anthropology, sociology, and political theory, with some philosophy of law as an important component.

The second broad sub-field would be that of social deviance, including both theories and patterns of deviant behavior, and including, but not confined to, traditional definitions of crime. This draws most heavily from sociology, and from social psychology. It is the only one of the fields which one could reasonably say has been adequately integrated for teaching purposes.

The third sub-field of study is that of the institutions of the entire criminal justice system and the processes by which they function. In this category, I would include not only each of the institutions which comprise the system of criminal justice in this and other countries but also study of the impact of the system as a whole.⁴

Graduate Program: This term is used interchangeably with master's program and connotes formal, advanced criminal justice education beyond the baccalaureate level, but does not, unless otherwise indicated, include doctoral programs.

Criminology: In its broadest sense, the term includes the entire body of knowledge regarding crime, criminology and the efforts of society to repress and prevent them. Then it is composed of knowledge drawn from such fields as law, medicine, religion, science, education, social work, social ethics, and

⁴Donald H. Riddle, "The Emerging Field of Criminal Justice," The Police Chief, Vol 37, No 8 (August, 1970), pp. 18-21.

public administration; and it includes within its scope the activities of legislative bodies, law-enforcement agencies, courts, educational correctional institutions, and private and public social agencies.⁵

Criminalistics: The science of crime detection is covered by this term. It involves the application of physiology, physics, chemistry, and other sciences to the investigation of crimes and the apprehension of criminals, and recognizes the services and collaboration of various specialists. It is also synonymous with forensic science.⁶

Corrections: This is the branch of the criminal justice system that deals specifically with the operation of correctional institutions and agencies and the rehabilitation of offenders. Similar to the term "penology"⁷ and for purposes of this study, applies to both juveniles and adults and includes probation and parole.

Judicial: This is the branch of the criminal justice system which includes: laws and the legal process, the courts and court administration concerned with criminal matters, judges and both prosecuting and defending attorneys.

Law Enforcement: This term refers to those persons who as members of the executive branch of the federal, state

⁵Robert G. Caldwell, Criminology, (New York: The Ronald Press, 1965), p. 3.

⁶Ibid, p. 321.

⁷Ibid, p. 3.

or local government, have the power of arrest. In the educational sense it may refer to a program of study of the police as an element of the criminal justice system or the entire system.

Police Administration: This term means the organization and management of the police function. It refers to planning, budget, and personnel and the complete management process. However, like law-enforcement, it is sometimes used as a synonym for criminal justice or law-enforcement.

Limitations of the Study

This study has several limitations that warrant identification and discussion. First, the data concerning graduate programs, other than those in the CSUC system, is not as current as the CSUC data. Information on the other programs across the nation is only current to January, 1975. Second, all programs have not been addressed. There exists a number of programs, in the CSUC system and nationally, within the fields of sociology, psychology, political science, and public administration which have a few criminal justice course offerings, but claim criminal justice concentrations at the master's level. San Francisco State University and California State College, Stanislaus are examples of such programs in the CSUC system. These type programs have been omitted from this study. Third, since the master's degree is the highest level of criminal justice education offered in the CSUC system, the

doctoral level of education is not addressed in any detail.⁸

Organization of Remaining Chapters

Chapter II contains a brief description of the principal sources of data and an explanation of the methodology used in conducting this study.

Chapter III addresses the origins, development and growth of criminal justice education in general and graduate programs and the master's degree specifically.

Chapter IV presents a narrative and tabular description of all graduate criminal justice programs in the United States.

Chapter V describes each individual graduate program in the CSUC system in terms of purpose and degree requirements and contains a longitudinal trend analysis of students, degrees, and courses from 1970 to 1977.

Chapter VI examines the CSUC graduate programs from three different points of view: in terms of a previous study conducted in 1970, comparatively with each other, and in relation to all graduate criminal justice programs in the nation.

Chapter VII consists of a brief summary and some concluding remarks.

⁸For a comprehensive examination of criminal justice doctoral programs, see Swank, Calvin James, "A Descriptive Analysis of Criminal Justice Doctoral Programs in the United States," (Ph.D. dissertation, Michigan State University, 1972.

CHAPTER II

METHODOLOGY

Data sources from which the first three chapters were developed were identified through conventional literary search and faculty advice. Library card catalogs, periodical indices and dissertation abstracts were helpful in identifying and locating previous articles and studies dealing with criminal justice education and related areas.

Major Sources of Data

The data concerning existing criminal justice graduate programs in the United States came from a single source, The Criminal Justice Graduate Programs Catalog, hereafter referred to as the Hernandez Study. This study was published by the Office of the Coordinator, National Criminal Justice Education Consortium, Armand P. Hernandez, Editor and Coordinator, Arizona State University, Tempe, Arizona. Beginning with a list of 351 institutions, most of which were compiled by the International Association of Chiefs of Police (IACP), the Hernandez Study eventually identified 104 institutions that had on-going master's level criminal justice education programs. Program descriptions were obtained from some locally available catalogs and the remaining institutions were contacted by mail. Ultimately, 66 of the institutions listed in the catalog

verified the material concerning their program. Some editorial discretion was used in the Hernandez Study in that programs providing only a limited concentration in criminal justice (one or two directly related courses) were omitted. The final product, published in January, 1975, was two volumes containing fairly complete descriptions of the various programs and courses.

Most of the statistical data presented in Chapter III, concerning the development and growth of criminal justice education, was initially compiled by the IACP and published in The Law Enforcement and Criminal Justice Education Directory. The IACP began publishing this directory in 1966 and has continued to publish up-dated versions at two year intervals. The most recent is the 1975-76 Directory published in early 1975.

While the IACP Directory was published about the same time as the Hernandez Study, there are several variations between the two studies that warrant an explanation. As of 1975, the IACP identified 121 master's level criminal justice programs while the Hernandez Study listed only 104. Some of the difference may be attributed to some institutions responding to one questionnaire and not the other. However, most of this difference is traceable to a variance in presentation format. The Hernandez Study lists institutions while the IACP Study lists programs. Since some institutions offer more than one program, the IACP count is somewhat higher. Another difference is that while the IACP Study contains some data on

the number of students and faculty, it does not describe the programs or courses. Samples of both studies have been included in Appendix A.

Information concerning the CSUC programs was obtained from the respective institutions graduate bulletins. In cases where the graduate bulletins were not available, general catalogs were used. Initially, catalogs from all 19 campuses in the CSUC system were reviewed. Based on the criterion of a clearly defined catalog description of a graduate offering in criminal justice, the following seven CSUC programs were selected for inclusion in this study:

San Jose State University

California State University, Fresno

California State University, Sacramento

California State University, Los Angeles

California State University, Long Beach

San Diego State University

California State University, Chico

The most recent descriptive course listings, which include planned courses for the 1977-78 academic year for some of the programs, have been included in Appendix B.

The Questionnaire

Additional data concerning the CSUC programs were obtained through the use of a short questionnaire. The questions were designed primarily to obtain data on the number of students and the number of degrees awarded between 1970 and

1977. The questionnaire, stamped self-addressed return envelopes, and an explanatory letter were initially mailed to the graduate coordinators of each program on 14 February 1977. Three of the seven coordinators responded. Believing that the needed information might be more readily available in the respective graduate studies offices, a second letter, including another questionnaire and envelope, was mailed to the Deans of Graduate Studies on 14 March 1977. The second letter produced replies from the remaining four institutions. The last response was received on 19 April 1977. The questionnaire and accompanying letters have been included in Appendix C.

Research Procedures

The analytical process was divided into two phases on the basis of the methodology employed. Essentially, the first phase was a cross-sectional analysis of the manifest content of the Hernandez Study. Pertinent data such as program names, types of degrees, final degree requirements, program purposes, and types of courses, were counted, analyzed and categorized by their similarities. With the exception of the course categorization, these exercises were fairly simple and objective. Categorization of the courses was more subjective and therefore warrants further explanation.

Courses were named and described for 96 of the 104 graduate programs contained in the Hernandez Study. Altogether there were 1500 courses listed and described. The categories were determined by randomly selecting ten programs and

grouping the courses into related categories. The category determination was accomplished more by the course description than the course name, so in some cases courses with the same name were placed in different categories. Initially, seven categories were established, but the categorization had to be expanded to ten in order to accommodate the wide variety of courses. Examples of the courses in each category have been included in Table I to illustrate the types and range of courses in each category. The data derived from these procedures is presented in Chapter IV and used as a perspective basis in considering the CSUC programs in Chapter VI.

The second phase consisted of a longitudinal trend analysis of the CSUC graduate programs. This procedure was accomplished by comparing the program descriptions, including students accepted and degrees awarded, from year to year. Each program was tracked by academic year from 1970 to 1977 or for the period that the program existed within that time frame. Appropriate notations were made each time a program or any element of the program changed in title or content. This phase also included comparisons to determine commonality or the lack thereof between the programs and an analysis to locate the CSUC programs within the perspective of all existing graduate criminal justice programs. The narrative and tabular data derived from these procedures are presented in Chapters V and VI.

TABLE I

EXAMPLES OF COURSES IN EACH CATEGORY

Research Methods and Independent Study (1)

Special Research Programs
Operations Research
Research
Thesis
Statistical Analysis
Research Methods
Special Problems in Criminal Justice
Master's Thesis Research
Special Study
Directed Studies

Crime and Criminals (2)

Criminal Behavior
Seminar in Criminology
Juvenile Delinquency
Delinquent Behavior
Deviant Behavior
Political Crime
Criminological Theory
Sociology of Violence
Crime and Social Control
Victimology

Management (3)

Management of Criminal Justice
Understanding Organizational Behavior
Police Administration
Social Organization
Planned Change in Criminal Justice Organizations
Management Information System
Personnel Management
Criminal Justice Planning and Innovation
Public Administration Theory and Procedures
Policy Issues in Criminal Justice

EXAMPLES OF COURSES IN EACH CATEGORY CONTINUED

Judicial (4)

The Concept of Justice
The Constitution and Police Administration
Sociology of Law
Criminal Law
The Justice Process and the Judiciary
Juvenile Justice
Discretionary Justice
Constitutional Issues, Individual Rights and
Judicial Behavior
Law and Social Control
Sentencing

Corrections (5)

Correctional Decision Making
Group Counseling in Corrections
Correctional Treatment
Treatment of the Offender
Probation and Parole
Classification, Training and Discipline in
Corrections Institutions
Institutional Resocialization
Sociology of Corrections
Correctional Rehabilitation
Alternatives to Prison

Behavior (6)

Seminar in Behavioral Assessment
Group Process in Criminal Justice
The Police in Political and Social Systems
Seminar in Social Ecology
Contemporary Sociological Theory
Social Structure and Personality
Urban Society
The Dynamics of Prejudice
Cultures, Individuals and Society
Urban Politics

Miscellaneous (7)

Special Problems in Criminal Justice
Comparative Law Enforcement Systems
Laboratory in Background Analysis and
Presentence Report Writing
Topical Seminar Criminal Justice
Advanced Traffic Administration

EXAMPLES OF COURSES IN EACH CATEGORY CONTINUED

Course Construction in Technical Education
Principles of Investigation
Seminar in Criminal Evidence
Current Law Enforcement Problems
History of Law Enforcement

Survey (8)

Foundations of Criminal Justice
Criminal Justice System
The Political Basis of the Criminal Justice System
Seminar in Administration of Justice
Issues in Administration of Justice
Graduate Survey of the Administration of Justice
Systems Concept: Interaction and Change
Criminal Justice: Process and Institutions
Analysis of the Justice System
The Criminal Justice Function in American Society

Criminalistics (9)

Polygraph and Psychological Stress Evaluator Procedures
Scientific Crime Detection
Advanced Criminalistics
Question Document Analysis
Legal Medicine in Criminalistics
Forensic Science Laboratory I
The Crime Laboratory
Photography in the Forensic Sciences
Principals of Forensic Pathology

Internship (10)

Graduate Level Field Studies
Internship in Criminal Justice
Internship in Social and Environmental Policy
Supervised Field Work
Internship in Public Administration
Practicum in Group Methods for Police and
Correctional Workers
Correctional Internship
Field Practicum
Field Instruction
Field Work in Counseling

CHAPTER III

CRIMINAL JUSTICE EDUCATION

Criminal justice education is not a new field of study. By other names such as criminology and police administration, its origins can be traced to outgrowths and extensions of early police training programs.

Origins

As early as 1916, August Vollmer, Then Chief of Police at Berkely, developed a police training program that soon led to four courses in criminology taught in the School of Jurisprudence at the University of California at Berkely.⁹

Two significant developments in criminal justice education occurred in 1929. The University of Chicago introduced a police training program as part of the regular school curriculum; and the University of Southern California began an advanced degree program in public administration, with a major in law-enforcement. San Jose State University, founded in 1857, was the first campus in the CSUC system, and was also the first to offer a two-year degree program in law-enforcement. The San Jose program was a combination of technical and liberal arts courses that eventually became

⁹Richard A. Myren, Education in Criminal Justice, (Sacramento, California: Coordinating Council for Higher Education, 1970), p. 2.

a four-year degree program.¹⁰

One of the next institutions to introduce a major program was Michigan State College (now Michigan State University). In 1935, they developed a five-year program in cooperation with the Michigan State Crime Commission and the Michigan State Police. This program consisted of three and one half years of course work and eighteen months of training with the Michigan State Police and other law-enforcement agencies.¹¹

Development and Growth

Initially, proliferation of the criminal justice programs was slow; however, with the end of World War II and the introduction of the GI Bill, new programs began to emerge. Fresno State College (now California State University, Fresno) introduced a criminology program in 1946; Los Angeles State College (now California State University, Los Angeles) initiated a four-course program geared for in-service personnel;¹² and California State College at Long Beach (now California State University, Long Beach) added a program in 1957.¹³ Chico State College (now California

¹⁰IACP, 1975-76 Directory, p. 1.

¹¹Calvin James Swank, "A Descriptive Analysis of Criminal Justice Doctoral Programs in the United States," (Ph.D. dissertation, Michigan State University, 1972), pp. 25-26.

¹²Ibid., pp. 27-31.

¹³Myren, Education in Criminal Justice, p. V-2.

State University, Chico) followed suit in 1959. Of course, other programs were being introduced in other states, but the California programs are of central interest to this study. By 1960, there were 40 associate and 15 baccalaureate and graduate degree programs in criminal justice, nationwide.¹⁴

By 1965, the total number of colleges and universities offering criminal justice programs had more than doubled. Fueled by a national concern over increasing crime rates and the 1968 emergence of the Law-Enforcement Assistance Administration (LEAA) as a funding source, the next few years produced a dramatic increase in criminal justice education programs. During this period of rapid growth, San Diego State College (now San Diego State University) initiated their program. By 1975, there were 664 institutions offering 729 associate, 376 baccalaureate, 121 masters and 19 doctorate degrees.¹⁵

Graduate Programs

Universities began to add master's degrees in criminology shortly after World War II. One of the first was offered by the University of California at Berkely in 1947; San Jose State soon reorganized their program and added a master's degree and several universities in other states followed

¹⁴IACP, 1975-76 Directory, p. 3.

¹⁵Ibid., p. 3.

California's lead.¹⁶ As with the associate and baccalaureate programs, initial growth of the graduate programs was modest. In 1968, there were only 13 master's programs available; but by 1975, the figure had increased to 121 with California providing 18 of that total.¹⁷

Table II, constructed from data in the 1975-76 IACP Directory, graphically illustrates the rapid growth of the criminal justice programs and the growth relationship of the graduate to undergraduate programs. In addition to LEAA, which was authorized "to carry out programs of academic educational assistance to improve and strengthen law-enforcement,"¹⁸ some of the rapid growth could probably be traced to recommendations contained in President Johnson's Commission on Law Enforcement and Criminal Justice 1967 report, The Challenge of Crime in a Free Society. Among other recommendations, the Commission said "that police departments should take immediate steps to establish a minimum requirement of a baccalaureate degree for all supervisory and executive positions; and that all departments should aim at ultimately having all sworn personnel with such degrees."¹⁹ One other factor that probably impacted program

¹⁶Myren, Education in Criminal Justice, p. 3.

¹⁷IACP, 1975-76 Directory, p. 1.4.

¹⁸Tenney, Higher Education Programs in Law Enforcement and Criminal Justice, p. 2.

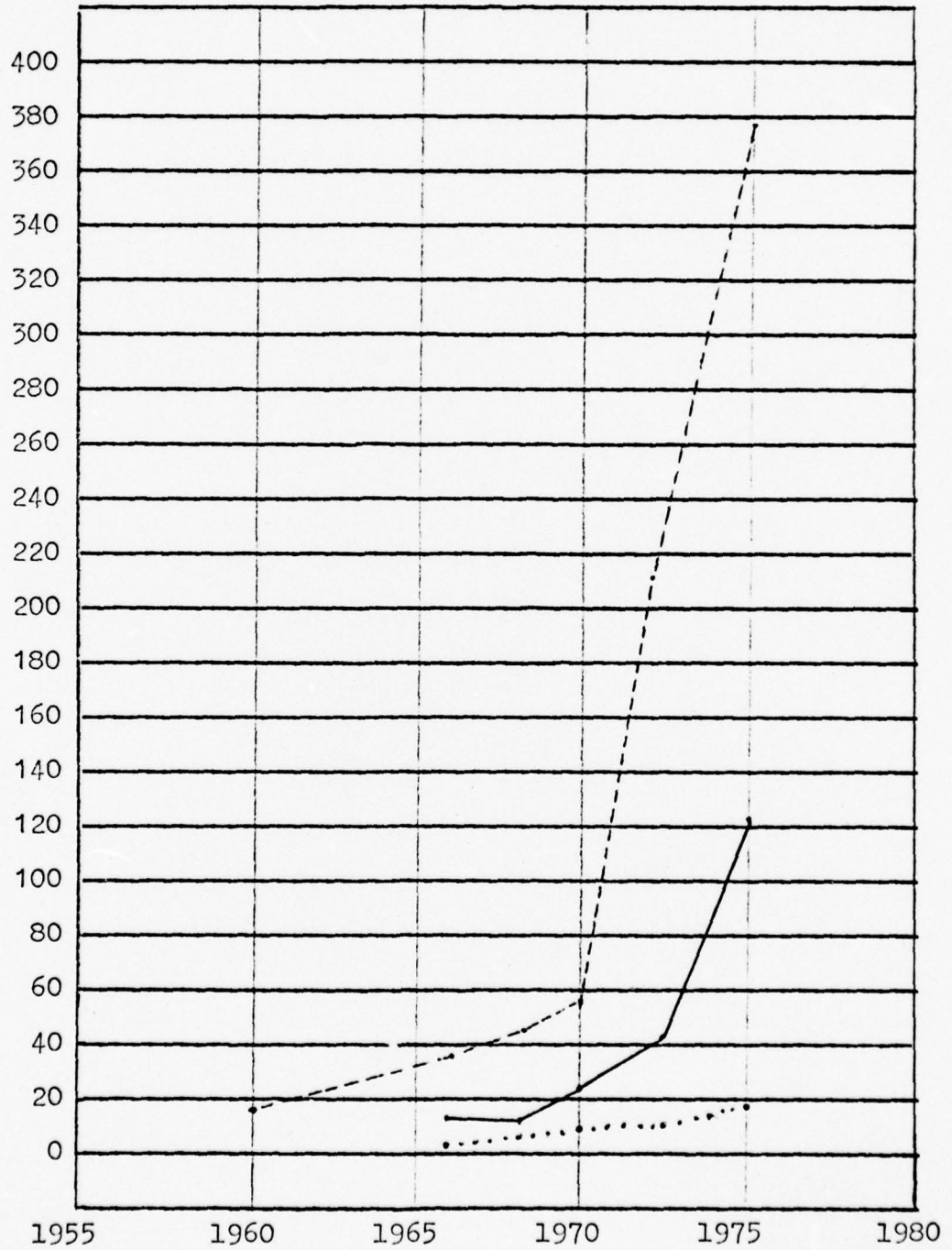
¹⁹Ibid., p. 2.

TABLE II

Growth of Criminal Justice Programs 1960-1975

Criminal
Justice
Programs

Baccalaureate -----
Master's -----
Doctorate



growth was encouragement from the various states in the form of pay incentives and promotional requirements for college work and tuition remissions for in-service personnel who enrolled in programs at state supported institutions.²⁰

The Master's Degree

The master's degree has a colorful and diverse past. This degree continued the medieval traditions of Europe, especially England. The doctorate and the master's degree had been equivalent; the former was adopted as the terminal degree on the Continent, and the latter in England. However, by the middle of the 18th Century, the master's degree began to lose its scholarly significance. Residence requirements were relaxed and for the next hundred years, the award of the degree became a formality, frequently honorary.²¹ This practice was also followed in the American colonies and continued until well after the Civil War.²² By the end of the 19th Century, doctorates were being awarded in 27 states and had become the highest degree. The master's had been rejuvenated and again began to represent the successful

²⁰Ibid., p. 45.

²¹National Science Board, Graduate Education: Parameters for Public Policy, (Washington, D.C.: U.S. Government Printing Office, 1969), p. 4.

²²John L. Snell, "The Master's Degree," in Graduate Education Today, ed. Everett Walters (Washington D.C.: American Council on Education, 1965), p. 75.

completion of formal programs of graduate education.²³

The master's degree defies a simple description for it is not solidly one character or the other. A Harvard dean compared it to a whore, "the master's degree is, at present, a bit like a street walker--all things to all men (and at different prices)."²⁴ Howard Mumford Jones put it another way, "it started as a social distinction, became a post-graduate degree, ...and is today alternately a consolation prize, an insurance policy, or a sop to public education."²⁵ In 1960, there were over 120 varieties of the Master of Arts and over 170 types of Master of Science degrees offered in colleges and universities of the United States²⁶ and the figures must be significantly higher today.

In a sense, the master's degree is a many headed monster. It can be viewed as a fifth year of undergraduate work, a consolation prize for an unsuccessful Ph.D. candidate, a prerequisite for Ph.D. study, or a professional degree for elementary and secondary educators and hundreds of others. The variety in master's degree nomenclature and diversity of programs make it difficult to discuss a "typical" master's degree. The following paragraph constitutes an attempt at description by addressing its parameters in very general terms.

²³Ibid., p. 85

²⁴Bernard Berelson, Graduate Education in the United States, (New York: McGraw-Hill Book Co., 1960), p. 85.

²⁵Ibid., pp. 85-86.

²⁶Snell, Graduate Education Today, p. 86.

The reader should realize that there are many exceptions.

Entry requirements usually include a baccalaureate degree and an undergraduate grade-point average of 2.5 to 3.0 on a 4.0 point scale; and sometimes include: letters of recommendation, personal interview, and/or completion of the Graduate Record Examination or similar test. The length of time necessary to obtain a master's degree usually ranges between 12 and 24 months. Approximately 30 semester hours of course work is generally required. Most programs include a requirement for a thesis or project, internship, oral examination, comprehensive written examination, or some combination of the above. Rarely, there is a requirement for proficiency in a foreign language. In some institutions, the Master of Science is distinguished from the Master of Arts by three to six more hours of course work, or a greater concentration of course work in the field of specialization; in other institutions, there appears to be no significant distinction.

As suggested by some of the preceeding quotes, the utility, stature, and significance of the master's degree are extremely debatable to say the least. These qualities will not be addressed in this study; however, an appropriate and concluding remark for this section appears to be this--these are important qualities and they vary from institution to institution, determined to a large extent by the capabilities and dedication of the institution's faculty. Chapter IV examines the graduate criminal justice programs in the United States and forms the basis for the subsequent examination of the CSUC programs.

CHAPTER IV
CRIMINAL JUSTICE GRADUATE PROGRAMS
IN THE UNITED STATES

To a large extent, the graduate program names and their location within the colleges and universities were predetermined by their undergraduate predecessors. What to call those original programs which focused on the subject matter of criminal justice was a more difficult problem than whether such units should exist. One difficulty was an academic sensitivity analagous to jurisdictional disputes among craft unions. An obvious choice would have been criminology (the study of crime and everything associated with it). Sociology, however, had claimed criminology as one of its specializations and many sociologists fought against and prevented the designation of the new crime-related programs as criminology. A wide range of other names was considered, most of which contained the words "science" or "administration." However, these terms prompted critical comment from government and public administration specialists. The debate seemed to terminate in the late sixties in favor of "criminal justice." This seemed broad enough to encompass the subject area; and the term had not been claimed by any other academic unit. The most important determinant was probably the consistent use of the term

"criminal justice" by three national commissions in the 1960's.²⁷

Program Names and Departments

The variety of program names is indicative of other varieties. One being where the programs are located within the university structure. A survey of 45 institutions offering baccalaureate degrees in 1970 revealed a wide variety of organizational patterns. The four major locations at that time were College of Arts and Sciences, School of Business and Public Administration, College of Continuing or Adult Education, and independent administrative units responsible directly to the central university administration. A few programs did not fit into any of these four categories.²⁸

Table III rank orders the 104 graduate programs described in the Hernandez Study by the popularity of their names. Criminal Justice or Criminal Justice Administration appeared most often, followed by Sociology, Administration of Justice, Corrections or Correctional Administration, Criminology and Political Science.

If the existing graduate criminal justice programs were categorized by department within the various universities, the list would look very similar to Table III. Departments, Colleges, Schools, Centers and Institutes of Criminal Justice

²⁷Myren, Education in Criminal Justice, pp. I 13-14.

²⁸Peter P. Legins, Introducing a Law Enforcement Curriculum at a State University, (Washington, D.C.: U.S. Government Printing Office, 1970), p. 17.

TABLE III
NAMES OF 104 CRIMINAL JUSTICE GRADUATE PROGRAMS

| <u>Program Designations</u> | <u>Number of Institutions</u> |
|--|-----------------------------------|
| Criminal Justice/Administration | 29 |
| Sociology | 18 |
| Administration of Justice | 8 |
| Corrections/Correction Administration | 6 |
| Criminology | 5 |
| Political Science | 5 |
| Social Work/Service | 4 |
| Public Affairs/Administration | 4 |
| Forensic Studies/Science/Chemistry | 3 |
| Rehabilitation/Correctional Counseling | 3 |
| Police Science/Administration | 3 |
| Law Enforcement | 2 |
| Urban Life and Studies | 2 |
| Applied Social Science | 2 |
| Justice and Social Order | 1 |
| Leadership and Development | 1 |
| Social Ecology | 1 |
| Judicial Administration | 1 |
| Law and Justice | 1 |
| Public Service | 1 |
| Technical Education | 1 |
| Total | <hr/> 104 |

or Justice Administration would constitute 28%, Sociology 17%, Political Science 6%, Criminology and Public Administration 4% each, Social Welfare and Corrections 3%, and the remainder scattered similarly to the bottom half of the table of names.

Regions and States

Tables IV and V depict the current graduate criminal justice programs geographically by LEAA Regions and by States. Region 5, located around the Great Lakes, has the largest number of programs--23. Region 4, located in the Southeast, is second with 18. By state, California with 14 has twice as many graduate programs as any other state. Ohio and Pennsylvania follow with 7 each and Michigan has 6. Fifteen states do not have any graduate program and seven have only one (refer to Table V). A complete list of the names and addresses of the graduate programs in each LEAA Region has been included in Appendix D.

In 1966, the Office of Law Enforcement Assistance, a forerunner of LEAA, began to encourage higher education for law enforcement through a series of curriculum development grants to two and four-year institutions throughout the nation. First priority went to schools in states that had no higher education programs in criminal justice. Second priority was given to colleges in metropolitan areas without such programs.²⁹ As new graduate programs emerge (as

²⁹Tenny, Higher Education Programs in Law Enforcement and Criminal Justice, p. 2.

TABLE IV

10

8

9

1

2

3

4

5

6

7

1-10--LEAA REGIONS

---Approximate Location of Institution Offering Graduate Criminal Justice Programs

TABLE V
NUMBER OF GRADUATE CRIMINAL JUSTICE PROGRAMS
BY LEAA REGION AND STATE

| <u>Region</u> | <u>State</u> | <u>N</u> | <u>Region</u> | <u>State</u> | <u>N</u> |
|---------------|----------------------|-----------|---------------|--------------|------------|
| 1 | Connecticut | 2 | 6 | Arkansas | - |
| | Maine | - | | Louisiana | - |
| | Massachusetts | 4 | | Oklahoma | 2 |
| | New Hampshire | - | | Texas | 5 |
| | Rhode Island | - | | New Mexico | 1 |
| | Vermont | - | | | <u>8</u> |
| | | <u>6</u> | | | |
| 2 | New York | 3 | 7 | Iowa | 1 |
| | New Jersey | 1 | | Kansas | 2 |
| | | <u>4</u> | | Missouri | 2 |
| | | | | Nebraska | 1 |
| | | | | | <u>6</u> |
| 3 | Delaware | - | 8 | Colorado | 4 |
| | District of Columbia | 2 | | Montana | 1 |
| | Maryland | 2 | | North Dakota | - |
| | Pennsylvania | 7 | | South Dakota | - |
| | Virginia | 1 | | Utah | 1 |
| | West Virginia | - | | Wyoming | - |
| | | <u>12</u> | | | <u>6</u> |
| 4 | Alabama | 4 | 9 | Arizona | 3 |
| | Florida | 4 | | California | 14 |
| | Georgia | 3 | | Hawaii | - |
| | Kentucky | 3 | | Nevada | - |
| | Mississippi | 1 | | A. Samoa | - |
| | North Carolina | 1 | | Guam | - |
| | South Carolina | 1 | | | <u>17</u> |
| | Tennessee | 1 | | | |
| | | <u>18</u> | | | |
| 5 | Illinois | 5 | 10 | Alaska | - |
| | Indiana | 2 | | Idaho | - |
| | Michigan | 6 | | Oregon | 2 |
| | Minnesota | 2 | | Washington | 2 |
| | Ohio | 7 | | | <u>4</u> |
| | Wisconsin | 1 | | | |
| | | <u>23</u> | | | |
| | | | | Total | <u>104</u> |

developmental patterns presented earlier suggest they will), it will be interesting to note whether they will develop in the states with few or no current programs, or whether the states with the most programs now will add more. Another possibility is that some existing programs may be dropped due to decreases in LEAA funding.

Program Purposes

If the purpose of the master's degree is sometimes unclear, as the preceeding chapter suggests, what is the purpose of these graduate criminal justice programs--where the master's is the highest degree offered in all but 15 institutions? What do the scholars say the purpose of such education is and how do these institutions see their own programs in terms of purpose?

Originally, both the titles of doctor and master were nothing more than licenses to teach; and preparation for teaching continues to be one of the purposes of graduate education. Preparation and training for research is a second major purpose; and preparation for careers constitutes the third purpose.³⁰ The divergent views of the master's degree tend to cloud the issue of purpose of graduate education at the master's level. Consequently, the views of educational scholars are not particularly helpful. To the best of this writer's knowledge, criminal justice scholars have not addressed this issue in any widely distributed publication. Therefore,

³⁰Charles M. Grigg, Graduate Education, (New York: The Center for Applied research in Education, Inc., 1965), pp. 53-69.

the best source of information on the purpose of graduate criminal justice programs at the master's level appears to be the individual program's catalog description contained in the Hernandez Study.

Table VI addresses this issue directly and points out that nearly half of the 104 institutions describe the purpose of their programs as being further education for criminal justice practitioners and managers. Purpose statements were not available for 27 of the programs. Note also, this professional approach was mentioned as one of several purposes in 30 more programs which is all but two that addressed purpose.

Review of degree specialization reinforces this position. Only one program offers a specific degree orientation in education, and only two provide research orientations. The remainder of the degree specializations reflect the system approach, or concentration on some element of the system such as behavior or corrections.

Curriculum

What constitutes an appropriate graduate level criminal justice curriculum? How many courses should the program offer? What should be the focus of the courses--criminal justice system; component elements such as corrections, police or the courts; or should the courses be directed along social science lines and place emphasis on theories of behavior, interaction and causation?

At the graduate level, and true to educational

TABLE VI
THE STATED PURPOSES OF GRADUATE CRIMINAL JUSTICE
EDUCATION PROGRAMS

| <u>Purpose</u> | <u>Number of Institutions</u> |
|--|-----------------------------------|
| Educate practitioners/managers | 45 |
| Educate practitioners/managers, and/or prepare personnel to teach, and/or prepare personnel to conduct research or pursue the doctorate | 14 |
| Educate practitioners/managers, and/or prepare personnel to conduct research or pursue the doctorate | 11 |
| Educate practitioners/managers and/or prepare personnel to teach | 5 |
| Prepare personnel to conduct research or pursue the doctorate | 2 |
| Not Available | 27 |
| Total | <hr/> 104 |

tradition, the answer appears to be--all of the above. As with the purpose of graduate education, previous studies are not very helpful in considering graduate curricula. The majority of what has been written to date concerns the two-year and four-year programs. Almost every source cited in the bibliography, that concerns criminal justice education, contains a discussion of curricula and one or more proposed associate or four-year models. One of the most current and most comprehensive treatments of the subject is a 1975 monograph by Larry Hoover.³¹

In 1971 one author, while discussing training versus education, asserted the emphasis must be on the four-year program because "graduate-level education as a norm for the field of criminal justice lies in the distant future."³² While his statement is still valid, the presence of over 100 graduate programs suggests that the distant future may not be so distant; and perhaps now is the time to focus attention at the graduate level.

The following curricula data, formulated from the Hernandez Study, may be a starting point. Of the 104 institution programs included in the Hernandez Study, 96 contained lists and descriptions of courses. Table VII provides information on the number of courses offered in each program. They

³¹Larry T. Hoover, Police Education Characteristics, National Institute of Law Enforcement and Criminal Justice, (Washington, D.C.: U.S. Government Printing Office, 1975).

³²Tenney, Higher Education Programs in Law Enforcement and Criminal Justice, p. 6.

TABLE VII
NUMBER OF COURSES APPEARING IN CATALOGS
OF CRIMINAL JUSTICE PROGRAMS

| <u>Number of Programs</u> | | <u>Number of Courses</u> |
|-------------------------------|-------|------------------------------|
| 3 | | 49-40 |
| 3 | | 39-30 |
| 18 | | 29-20 |
| 49 | | 19-10* |
| 23 | | 9 or under |
| <hr/> | | |
| 96 | Total | |

*The mean, median and mode fall in this range.

range from 49 to 4 with over 65% of the programs having 15 or fewer courses. There are too many courses to list all of them, but Table VIII reflects the overall picture. It lists the five programs with the most courses, five from the middle range and the five programs with the fewest number of courses. Table IX presents the 1500 courses by percentage in each of ten categories. Recall that Table I on page 15 provided examples of courses used to construct each category. The specific procedures used to determine the categories and to place the courses were described in Chapter II.

The most significant factor to emerge from the various tables is a great variance between the many programs. At one end of the spectrum lie the small programs with only four core courses. The graduate student must select the other courses from related fields and/or from the upper division undergraduate curriculum. The multi-course programs form the other end of the spectrum. These programs appear to offer the student a variety of choices and the opportunity to structure a program to fulfill individual academic interests and career needs.

Degree Completion Requirements

A fitting conclusion for this review of existing graduate education is a brief examination of what, besides approximately 30 units of course work, is needed to meet the master's degree final requirements. Actually, most of the programs require only 24 units of course work and the remaining six units are achieved by completing a comprehensive

TABLE VIII
SELECTED INSTITUTIONS OFFERING GRADUATE
CRIMINAL JUSTICE PROGRAMS

| <u>Institution and Location</u> | <u>Degree Offered</u> | <u>Number of Courses</u> |
|---|--|--------------------------|
| Sangamon State University Springfield, Illinois | MA in Justice & Social Order, MA in Social Justice Proff | 49 |
| John Jay College of Crim Just New York, New York | MBA & MA in CJ, Psy & Soc Rel, MS in Forensic Sci | 46 |
| The Florida State University Tallahassee, Florida | MA & MS in Criminology | 43 |
| American University Washington, D.C. | MS in Criminal Justice | 38 |
| Sam Houston State University Huntsville, Texas | MA in Crim & Corr. Pol Sci & Adm. Soc Rehab | 37 |
| ----- | | |
| Long Island University Greenville, New York | Master of Prof Studies in Criminal Justice (Mean) | 15 |
| Tufts University Medford, Massachusetts | MA in Sociology | 14 |
| The University of Iowa Iowa City, Iowa | MA in Crim Just & Corrections (Median) | 13 |
| Chapman College Orange, California | MA in Correctional Counseling (Mode) | 13 |
| University of South Carolina Columbia, South Carolina | Master of Criminal Justice | 13 |
| ----- | | |
| University of Ill. at Chi. Cir. Chicago, Illinois | MA in Criminal Justice MS Criminalistics | 5 |
| San Francisco State University San Francisco, California | MA in Sociology (Criminology) | 5 |
| Clark University Worcester, Massachusetts | Master of Public Service (Criminal Justice) | 4 |
| Mankato State College Mankato, Minnesota | MS in Sociology (Corrections) | 4 |
| University of Southern Miss. Hattisburg, Mississippi | Master of Criminal Justice | 4 |

TABLE IX
PERCENTAGE OF GRADUATE CRIMINAL JUSTICE COURSES
BY CATEGORIES

| <u>Categories</u> | <u>Number of Courses</u> | <u>Percent</u> |
|-----------------------------------|------------------------------|----------------|
| 1. Research and Independent Study | 268 | 17 |
| 2. Crime and Criminals | 217 | 15 |
| 3. Management | 196 | 13 |
| 4. Justice | 191 | 13 |
| 5. Corrections | 185 | 12 |
| 6. Behavior | 158 | 11 |
| 7. Miscellaneous | 90 | 6 |
| 8. Survey | 75 | 5 |
| 9. Criminalistics | 60 | 4 |
| 10. Internship | <u>60</u> | <u>4</u> |
| Totals | 1500 | 100 |

examination, thesis, project, internship or variety of combinations of these requirements. Table X presents the various requirements of the 104 programs and the methods authorized to fulfill the requirements. The majority of programs allow only one method, and the most popular method is a written or oral comprehensive examination.

Having examined both the historical development of criminal justice education and the existing graduate programs in the United States, Chapter V deals specifically with the individual graduate programs in the California State Universities and Colleges.

TABLE X
METHODS AND OPTIONS TO MEET GRADUATE DEGREE
REQUIREMENTS BY INSTITUTIONS

| <u>Method</u> | <u>Number of Institutions</u> |
|--|-----------------------------------|
| <u>No Option</u> (63) | |
| Examination | 20 |
| Thesis | 6 |
| Examination and Thesis | 13 |
| Internship | 10 |
| Course Work | 11 |
| Examination and Reading a Modern Language | 1 |
| Internship and a Project | 1 |
| Problem Solving Exercise | 1 |
| <u>Two Options</u> (32) | |
| Examination and Thesis or Extra Courses | 8 |
| Examination and Thesis or Internship | 4 |
| Examination and Thesis or Project | 3 |
| Examination or Thesis w/Portion of Exam waived | 1 |
| Examination or Thesis | 3 |
| Thesis or Extra Courses | 10 |
| Thesis or Project | 3 |
| <u>Three Options</u> (9) | |
| Examination and Thesis, Internship or Project | 4 |
| Thesis, Project or Internship | 3 |
| Examination, Thesis or Project | 2 |
| <hr/> | |
| Total | 104 |
| 41 | |

CHAPTER V

CALIFORNIA STATE UNIVERSITIES AND COLLEGES GRADUATE CRIMINAL JUSTICE PROGRAMS 1970-1977

This chapter presents descriptive data on CSUC institutions presently awarding a criminal justice related degree at the master's level. The programs are presented in terms of changes that occurred between 1970 and 1977. The same presentation format is used for all seven institutions.

Specific courses are presented in tabular format by academic year from 1970 to 1977. The "+" mark indicates the year or years that a particular course was offered in the curriculum. The "o" indicates when a course was deleted. If neither a "+" nor an "o" appear under a particular year, the course was not offered. The small letters within the parentheses denote a change in course title and/or course description. An explanation of each change and discussion of the changes then follows.³³ This method of presentation was selected to highlight specific changes and in hopes the changes will suggest the direction of change.

³³Similar procedures were used by Ronald J. Threthric in an unpublished master's thesis "An Analysis of the Criminal Justice Curriculum in California State Universities: 1968-1973," California State University, Sacramento, 1973.

San Jose State University

The undergraduate program had been in operation nearly 40 years when the graduate program was initiated in 1968. The program was named the Department of Administration of Justice and was located in the School of Applied Sciences and Arts. Three Master of Science Degrees in Law Enforcement and Administration had been awarded by 1970.

Purpose

Originally, the administrators viewed their program as fulfilling all three major purposes of graduate study. The stated purpose was to prepare the graduate for supervisory and administrative positions in law-enforcement agencies; to provide qualified teachers for college level law-enforcement programs; to provide the basis for professional development of increased knowledge in the field; and to provide a suitable foundation for successful doctoral study in the field of law enforcement.

The purpose statement was revised in 1972 to omit mention of providing teachers and doctoral preparation. It was revised again in 1976 and currently reflects the single purpose expressed by nearly half of all the programs in the nation--to prepare students for positions of responsibility and leadership in the Criminal justice system. However, in responding to the questionnaire statement concerning the most significant improvements in the graduate program, teaching and research were cited: "the development of teaching and

research opportunities for graduate students" was the reply.

Degree Requirements

Initially, degree requirements could be met by two methods: plan A included 12 semester units of core courses, a 1-3 unit thesis and the remaining units(30 total) to be composed of approved electives; plan B was the same except course work could be substituted for the thesis. In 1976 a comprehensive examination was added to plan B and a plan C was implemented. This third plan permitted a creative project to be substituted for the thesis of plan A. The project material had to be formally bound for library records.

Curriculum

Table XI shows data on San Jose State University.

Summary of Changes

- (a) Seminar in Criminal Law. The course description was changed, deleting reference to rights of individuals and admissibility of evidence.
- (b) Seminar in the Administration of Justice. The course description was changed to emphasize the role relationships and social process involved.
- (c) Research Methods in Law Enforcement. The name was changed from Research Methods in Law Enforcement to Seminar in Justice System Research.
- (d) Seminar in Justice Management. The course description changed, deleting emphasis upon application towards the solution of current problems.
- (e) Seminar in Community Relations. The course description changed, deleting emphasis to improve community relations.
- (f) Special Study. The course description was expanded from just individual research to include guided reading and reports in preparation for comprehensive examination.

TABLE XI

SAN JOSE STATE UNIVERSITY GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76- 77</u> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 200-Seminar in Criminal Law | + | + | + | + | + | + | (a) |
| 201-Seminar in the Administration of Justice | + | + | + | + | + | + | (b) |
| 202-Research Methods in Law Enforcement | + | + | (c) | + | + | + | + |
| 203-Seminar in Justice Management | + | + | + | + | + | + | (d) |
| 204-Seminar in Community Relations | + | + | + | + | + | + | (e) |
| 205-Seminar in Principals of Investigation | + | + | + | + | + | + | + |
| 298-Special Study | + | + | + | + | + | + | (f) |
| 299-Master's Thesis or Project | + | + | + | + | + | + | (g) |
| 206-Discussions on Comparative Criminal Justice Systems | | | + | + | + | + | (h) |
| 208-Discussions in Correctional Change | | | + | + | + | + | (i) |
| 257-Supervised Student Teaching in the Community College | | | + | + | + | + | + |

- (g) Master's Thesis or Project. The course description was expanded to clarify that the thesis must conform to traditional thesis guidelines and that the project must be original research or an innovative contribution directly related to a particular criminal justice agency or program.
- (h) Discussions on Comparative Criminal Justice Systems. The course description was changed to reflect consideration of emulating successful experiment by other states and nations.
- (i) Discussions in Correctional Change. The course description was changed to shift emphasis to future trends and implementation strategies.

In summary, the changes in course titles and descriptions appear to reflect an effort to up-date the courses as changes occurred in the field of criminal justice. Three courses were added in 1972 to bring the total to 11; however, the teaching course appears to be an education course offered in another department but tailored to administration of justice majors.

It appears that major course revisions were incorporated during the 1976-77 academic year. According to their response to the questionnaire, San Jose does not plan any curriculum changes for the 1977-78 academic year.

California State University, Fresno

Fresno State College (now California State University, Fresno) was the second campus in the CSUC system to establish a criminal justice program. Their undergraduate program began in 1947 and they added their first graduate course in 1956. By 1970 they had awarded eight Master of Science degrees in criminology. The Criminology Department is located in the School of Professional Studies.

Purpose

The Master of Science degree in criminology is designed to prepare students for immediate service and for eventual responsible administrative and professional positions in agencies engaged in the several areas of criminology: law enforcement, probation, parole, and institutional service. This professional orientation has remained constant between 1970 and 1977.

Degree Requirements

As with the San Jose program, 30 semester units are required; however, 22 of the units must be from the Criminology 200 (graduate level) series. Students must select an area of specialization, such as corrections or law enforcement. Additionally, students must take an undergraduate course in Criminology Research and complete a directed research project or thesis and may have to complete a comprehensive final examination. Students who have not had previous professional experience must take Criminology 281 which is an internship course.

Curriculum

The pertinent data for Fresno are presented in Table XII.

Summary of Changes

There were no changes in curriculum discernible from the university catalogs between 1970 and 1977. One must conclude that there were no changes or that the catalogs were not up-dated. However, extensive changes are planned

TABLE XII

CALIFORNIA STATE UNIVERSITY, FRESNO GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76 77</u> |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| 201-Seminar in Criminology | + | + | + | + | + | + | + |
| 210-Seminar in the Admin- istration of Justice | + | + | + | + | + | + | + |
| 227-Seminar in Crime, and Delinquency Prevention Programs | + | + | + | + | + | + | + |
| 233-Seminar in the Treatment of Offenders | + | + | + | + | + | + | + |
| 270-Problems in Criminology | + | + | + | + | + | + | + |
| 281-Supervised Professional Experience | + | + | + | + | + | + | + |
| 290-Independent Study | + | + | + | + | + | + | + |
| 298-Directed Research | + | + | + | + | + | + | + |
| 299-Thesis or Project | + | + | + | + | + | + | + |

for the 1977-78 academic year. Six new courses are being added and the curriculum will be changed from a topic orientation to a designated course orientation. Additionally, the changes include adoption of a group of core courses which all graduate students must complete.

California State University, Sacramento

Sacramento State College (now California State University, Sacramento) began offering evening police courses in the Department of Public Administration in 1949. As of 1969, they had formed the Department of Police Science and Administration located in the School of Arts and Sciences. Early master's level students enrolled in the Social Science program and obtained a Master of Arts in Social Science with a police concentration. In 1971, the graduate program was initiated and the name was changed to criminal justice.

Purpose

The purpose statement is wordy, but it eventually gets around to professionalization. The program provides an extensive academic foundation for a number of professional opportunities and facilitates professional growth and development in preparation for positions of increasing responsibility. There is more, but the above sets the purpose as a single objective of upgrading criminal justice personnel.

Degree Requirements

Program completion requirements have remained fairly constant. The student must take the Research Methods course,

the Master's thesis course and three of four core courses. Additionally, at least one graduate level course, from an approved list, must be selected from outside the Criminal Justice Department. Four additional elective courses in criminal justice or related fields must be completed. In the past, the electives could include some 100-level courses in criminal justice if prior enrollment approval was obtained. This practice is still permissible but is generally discouraged.

Curriculum

Pertinent course data are presented in Table XIII.

Summary of Changes

- (a) Research Methods in Criminal Justice. The course description was changed to require the prerequisite of Criminal Justice 101 or equivalent and consent of the instructor.
- (b) Seminar in Police Administration. The course description was revised, reflecting a shift in emphasis from day to day operation administration to management concepts.

During the period examined, Sacramento changed the course description of two courses; added two new courses, one dealing with blue and white collar crime and the other with correctional law and discontinued one course, Integration of Area Specialization. Several changes are planned for the 1977-78 academic year. The deleted course 296 will be reestablished as an experimental offering in response to student needs; a field work course is planned; and prerequisites are being established for most of the other courses. Additionally, an oral thesis defense is currently being

TABLE XIII
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76- 77</u> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 296-Seminar-Integration of Area Specialization | + | + | + | + | + | o | |
| 299-Special Problems | + | + | + | + | + | + | + |
| 200-Research Methods in Criminal Justice | | | + | + | + | + | (a) |
| 230-Seminar in Treatment of the Criminal Offender | | | + | + | + | + | + |
| 250-Seminar in Administration of Justice | | | + | + | + | + | + |
| 260-Seminar in Police Adminis- tration | | | + | + | + | + | (b) |
| 270-Seminar in Criminal Law | | | + | + | + | + | + |
| 500-Master's Thesis or Project | | | + | + | + | + | + |
| 251-Seminar in Blue and White Collar Crime | | | | | | | + |
| 271-Corrections Law | | | | | | | + |

tried on a voluntary basis and will probably become a requirement. University officials consider upgrading of courses and improved individualized advising procedures to be the most significant improvements effected in their program.

California State University, Los Angeles

Los Angeles State College (now California State University, Los Angeles) offered its first police course in 1949. The four-year undergraduate program was established in 1957 and the master's degree was first offered in 1962. Named Police Science and Administration, it was housed in the School of Fine and Applied Arts. The program provided both specialized and general graduate education and offered two separate degrees: a Master of Science in Criminalistics and a Master of Science in Public Service with an option in police administration. In 1974 the program was renamed Criminal Justice; and the general degree was changed to Master of Science in Criminal Justice.

Purpose

The two degree program is geared to produce both specialists and generalists for the field of criminal justice. The Criminalistics degree is built on undergraduate preparation in chemistry and provides technical training in crime laboratory skills with emphasis on the development of skilled experts able to function in a variety of scientific fields. The general degree concentrates on theory and application of methods in the administration and management of criminal justice agencies with emphasis in the law-enforcement function.

Degree Requirements

Since the university is under the quarter system, 45 units are required for each degree. Both degrees require 23 of the 45 units to be in 500-level courses and certain core courses to be taken. The generalist student must take a comprehensive examination, but may complete a thesis which will result in a portion of the comprehensive examination being waived. The generalist student must also take 20 required units in political science. The criminalistics student need not complete a thesis or a comprehensive examination but must complete a specified series of required forensic courses.

Curriculum

Table XIV presents the pertinent data for the Los Angeles program. Symbols are the same as previously used.

Summary of Changes

- (a) Seminar in Police Administration. Both the course title and description were changed. The course was reoriented from police administration to a survey of the component and interrelated parts of the criminal justice system.
- (b) Seminar in Comparative Police Administration. The words in the course name were changed from police administration to law-enforcement administration.
- (c) Seminar in Police Problems. As above, part of the course name was changed: police to law enforcement.
- (d) Police Bibliography and Research. The title and description were changed: in the title police was changed to law enforcement; and in the description, police field was changed to criminal justice.
- (e) Graduate Directed Study. In the description, police was changed to criminal justice.
- (f) Thesis. The course description was changed from

TABLE XIV
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76- 77</u> |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 501-Seminar in Police Administration | + | + | + | + | (a) | + | + |
| 506-Seminar in Comparative Police Administration | + | + | + | + | (b) | + | + |
| 538-Seminar in Police Problems | + | + | + | + | (c) | + | + |
| 551-Advanced Criminalistics I | + | + | + | + | + | + | + |
| 552-Advanced Criminalistics II | + | + | + | + | + | + | + |
| 553-Advanced Criminalistics III | + | + | + | + | + | + | + |
| 554-Identification of Modern Drugs | + | + | + | + | + | + | + |
| 555-Questioned Document Analysis | + | + | + | + | + | + | + |
| 556-Seminar in Special Problems in Criminalistics | + | + | + | + | + | + | + |
| 557-Legal Medicines in Criminalistics | + | + | + | + | + | + | + |
| 581-Police Bibliography and Research | + | + | + | + | (d) | + | + |
| 596-Comprehensive Examination | + | + | + | o | | | |
| 598-Graduate Directed Study | + | + | + | + | (e) | + | + |
| 599-Thesis | + | + | + | + | (f) | (g) | + |

requiring continuous enrollment to may be repeated to a maximum of four units.

- (g) Thesis. The description was revised to reflect that the thesis would be graded as credit or no credit.

The course entitled Comprehensive Examination was deleted in 1973. The other changes consist mostly of changing names from police to law enforcement and criminal justice. No courses were added and the university does not plan any major change for the 1977-78 academic year.

California State University, Long Beach

The California State College (now California State University), Long Beach criminology program began in 1954 and the graduate degree was added in 1970. Originally, the program was called criminology and was located in the School of Applied Arts and Sciences. The name was changed to criminal justice in 1974.

Purpose

The university states the purpose of the program in multiple terms: preparing teachers, researchers, planners, and professional administrators of programs in corrections, policing, security and criminalistics. Their response to the questionnaire suggests the emphasis is on preparing teachers and administrators.

Degree Requirements

The student must complete 30 units, 16 of which must be graduate level criminal justice courses. Six units may be selected from upper division and graduate courses of other

departments. In addition, the student may choose between a thesis, project, or comprehensive examination, but must select one of the three.

Curriculum

The graduate courses offered between 1970 and 1977 are presented in Table XVI. The symbols are the same as previously explained.

Summary of Changes

One course in Comparative Justice Administration was added in 1972 and one course in varying topics in criminal justice was added in 1973. No other changes were made. However, the questionnaire response indicates many major changes will be implemented for the 1977-78 academic year. The course in criminal justice education will be dropped and five new courses will be added--one in correctional counseling, one in correctional administration, one in juvenile justice, a course in criminal justice program evaluation, and one entitled Integrated Analysis will be added.

San Diego State University

The San Diego program was initiated in 1968 and the graduate degree was added in 1971. Initially, the degree offered was the Master of Police Administration; but it was changed to the Master of Science in Criminal Justice Administration in 1971. At the same time, the department was restructured as the Criminal Justice Department in the School of Public Administrative and Urban Studies located

TABLE XV
CALIFORNIA STATE UNIVERSITY, LONG BEACH
GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76- 77</u> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 511-Criminal Justice Educa- tion System | + | + | + | + | + | + | + |
| 512-Problems in Urban Criminal Justice | + | + | + | + | + | + | + |
| 521-Criminal Justice Administration | + | + | + | + | + | + | + |
| 551-Criminal Justice Legal System | + | + | + | + | + | + | + |
| 581-Theories of Crime Caus- ation and Prevention | + | + | + | + | + | + | + |
| 621-Seminar in Criminal Justice Administration | + | + | + | + | + | + | + |
| 622-Seminar in Administration of Criminal Justice Administration | + | + | + | + | + | + | + |
| 624-Seminar in Criminal Justice Problems | + | + | + | + | + | + | + |
| 696-Research Methodology | + | + | + | + | + | + | + |
| 697-Directed Research | + | + | + | + | + | + | + |
| 698-Thesis or Project | + | + | + | + | + | + | + |
| 623-Seminar in Comparative Justice Administration | | | | + | + | + | + |
| 599-Criminal Justice | | | + | + | + | + | + |

within the College of Professional Studies.

Purpose

The catalog does not specifically state the purpose of the program. But, both the catalog and the questionnaire response suggest the purpose is professional with an orientation toward interdisciplinary education of public administrators.

Degree Requirements

The student is required to complete 30 semester credits, all of which must be at the graduate level. Either a thesis or a comprehensive examination must also be completed. The remaining elective courses may be selected from the upper division or graduate level, but must be approved by the department program director or the graduate coordinator.

Curriculum

The pertinent data on San Diego is presented in Table XVI. Other than the two listed for 1970-1972, the early courses were public administration, not criminal justice.

Summary of Changes

No course titles or descriptions were changed, however in 1975, the five 200 series courses were renumbered in the 600 series. From 1972 through 1974, one new course was added each year. In 1975 six new courses were added which more than doubled the total course offering. The first two courses added both concerned corrections; the next was a reading course;

TABLE XVI

SAN DIEGO STATE UNIVERSITY GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76- 77</u> |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 210-Seminar in the Adminis- tration of Criminal Justice | + | + | + | + | + | + | + |
| 216-Seminar in Correctional Administration | + | + | + | + | + | + | + |
| 211-Seminar in Correctional Group Method | | | + | + | + | + | + |
| 212-Seminar in the History of Correctional Reform | | | | + | + | + | + |
| 245-Readings in Criminal Justice Administration | | | | | + | + | + |
| 792-Problem Analysis | | | | | | + | + |
| 796-Internship in Criminal Justice Administration | | | | | | + | + |
| 797-Research in Criminal Justice Administration | | | | | | + | + |
| 798-Special Study | | | | | | + | + |
| 799A-Thesis | | | | | | + | + |
| 799B-Thesis Extension | | | | | | + | + |
| 633-Seminar in Judicial Administration | | | | | | | + |

and the others covered a variety of subjects.

According to their questionnaire response, San Diego plans major program revisions for the 1977-78 academic year. Course revisions, deletions and additions are planned which will reorient the program toward a systems/research approach. Approval for the changes has not been obtained but program officials hope to implement the new approach in September, 1977.

California State University, Chico

The corrections program at Chico State College (now California State University, Chico) was initiated in 1959 and the Master of Science in Corrections was first offered in 1971. Located in the Department of Social Welfare and Corrections, the program follows the social work practice of placing heavy emphasis on learning by doing.

Purpose

The purpose of Chico's graduate corrections offering is to provide advanced education for professional correctional practice. The focus of the program is to increase the student's level of competence in the areas of correctional treatment and administration.

Degree Requirements

A total of 31 semester units are required and at least 28 of them must be in the discipline of corrections. In addition to course work, the student must either write a thesis or complete a master's project; complete a field work

assignment; and take a final examination which can be either written or oral.

Curriculum

Data relevant to chico's program is presented in Table XVII.

Summary of Changes

- (a) Seminar in Correctional Administration. The name of the 360 course introduced in 1975 is the same as the one 395 deleted in 1973.
- (b) Supervised Field Experience. In 1975 the name of the field experience course was changed to Correctional Practicum and an "A" and "B" version were offered.
- (c) Seminar Problems in Corrections. The problem course was changed to Seminar on Correctional Practicum and an "A" and "B" version were offered. These changes were not explained further in the catalog.

In essence, it appears that the three courses deleted were replaced by three more with the same name but different numbers. The other change was the addition of a correctional research course.

Chico did not respond to the questionnaire items concerning their most significant improvement. Concerning the 1977-78 academic year, they related that they "are not accepting any new applicants to the program and it is currently under review."

Chapter VI expands the examination of the CSUC criminal justice programs by viewing them from several different perspectives.

TABLE XVII
CALIFORNIA STATE UNIVERSITY, CHICO
GRADUATE COURSES 1970-1977

| <u>Graduate Courses</u> | <u>70- 71</u> | <u>71- 72</u> | <u>72- 73</u> | <u>73- 74</u> | <u>74- 75</u> | <u>75- 76</u> | <u>76-*</u> <u>77</u> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------------|
| 300-Criminal Law and Corrections | | | + | + | + | + | |
| 306-Dynamics of Deviant Behavior | | | + | + | + | + | |
| 335-Correctional Treatment, Group | | | + | + | + | + | |
| 340-Correctional Treatment, Individual | | | + | + | + | + | |
| 360A&B-Field Instruction | | | + | o | | | |
| 370-Seminar Problems in Corrections | | | + | o | | | |
| 395-Seminar in Correctional Administration | | | + | o | | | |
| 398-Independent Study | | | + | + | + | + | |
| 399-Master's Study | | | + | + | + | + | |
| 350-Seminar in Correctional Administration | | | | + | + | (a) | |
| 389-Supervised Field Experience | | | | + | + | (b) | |
| 390-Seminar Problems in Corrections | | | | + | + | (c) | |
| 375-Correctional Research | | | | | | + | |

*Catalog course listings for the 1976-77 academic year were not available.

CHAPTER VI

CALIFORNIA STATE UNIVERSITIES AND COLLEGES GRADUATE CRIMINAL JUSTICE PROGRAMS FROM DIFFERENT PERSPECTIVES

Having now examined all the graduate criminal justice programs generally and the CSUC programs specifically, it is now possible to view the CSUC programs from several perspectives. This chapter presents the CSUC programs from three points of view: in terms of a previous study, comparatively with each other, and collectively within the parameters of all programs in the United States.

The Previous Study

In 1969 the California Council for Higher Education retained Richard A. Myren--then Dean of the School of Criminal Justice at the State University of New York at Albany and a noted authority in the field--to conduct a study of educational programs in criminal justice. The purpose of Dean Myren's comprehensive and often quoted study was to assess the various criminal justice programs in California and make recommendations concerning their future direction and orientation. His study included all of the programs considered in this study except Chico.

At the risk of over simplification, Dean Myren's findings and recommendations are summarized below so that as the programs are examined comparatively, whether or not Dean Myren's recommendations were adopted can also be determined.

Myren found a variety of programs, located in different departments, with different names and varying orientations. He described the programs as tending to be agency oriented, vocationally cast and pointed to faculty imbalances in favor of public administration, law, and agency operation. In regard to the graduate programs specifically, his report contained six major recommendations:

1. Considering the variety of program names (law enforcement, police science, criminology, etc.), he advocated that the names be standardized as departments, schools, or colleges of criminal justice.

2. Considering the program location within the university, he said they should be located in the same school or college that houses the behavior and social science programs. This would mean moving the program at San Jose from the School of Applied Sciences and Arts to the School of Humanities and Arts; that at Fresno from the School of Professional Studies to the School of Arts and Sciences; that at Los Angeles from the School of Fine and Applied Arts to the School of Letters and Sciences; that at Long Beach from the School of Applied Arts and Sciences to the School of Letters and Sciences; and that at San Diego from the School of Public Administration and Urban Studies in the College of Professional Studies to

the Division of Social Studies.

3. Considering the bewildering variety of degrees offered, he advised standardization in favor of just two: the Master of Arts and Master of Science in Criminal Justice. The difference between them should depend on the amount of concentration.

4. Considering one aspect of curriculum, he mentioned that every program, whether general or specialized in nature, should have at least one seminar to orient the student toward the role of his specialty in the overall criminal justice system. This type of course is referred to as a survey course in this study.)

5. For the benefit of those students who intend to continue their graduate study at the doctoral level, Myren proposed a joint or dual enrollment procedure whereby the student could be enrolled in a doctoral program at another university simultaneously with his application to the master's program. The doctoral study would be delayed for one year, and the master's study would be geared toward doctoral preparation.

6. Finally in regard to research, Myren advocated that each program should develop a formal research unit as an integral part of its criminal justice department to support the graduate offering.³⁴

Comparative View

The seven CSUC graduate programs reflect both similarities

³⁴Myren, Education in Criminal Justice, pp. VI-V 13.

and differences in their respective approaches to criminal justice. Those areas addressed in the Myren Study are considered first, followed by other program aspects such as purpose, requirements, curriculum, and number of students and degrees.

1. Four of the seven CSUC institutions (Sacramento, Los Angeles, San Diego and Long Beach) term their offerings "Criminal Justice Programs;" San Jose prefers "Administration of Justice;" Fresno has retained "Criminology;" and Chico calls their program "Corrections." Myren's recommendations concerning program name has been adopted by the majority of the universities but not totally.

2. The internal location of graduate programs continues to show the same variance that Myren observed and commented about. Only the Sacramento program, which was in its formative stages during the Myren Study, has changed their internal departmental location. The Sacramento program moved from a specialization within the Government Department to autonomous department status within the School of Arts and Sciences.

3. The two degree concept proposed by Dean Myren appears not to have been adopted at all. The universities have continued to offer the same degrees that they offered initially. They do, however, reflect the name changes (away from law enforcement and police science) discussed above.

4. The Myren recommendation to include at least one survey type course in the curriculum has been the most widely

accepted of the six proposals. Six of the seven programs currently have included such a course among their offerings. Only the Chico program, which is totally oriented toward corrections, does not have a survey course.

5 & 6. University catalogs do not contain any indication that the remaining two recommendations have been adopted in any of the graduate criminal justice programs. Dual enrollment in a CSUC master's program and another university's doctoral program is probably possible but has not been incorporated as a program feature. Other than the Research Center, which was in existence at San Jose, there is no indication that any of the other programs have or are considering such a center. However, Sacramento, and possibly some of the other schools, does have one graduate instructor who teaches only one course and devotes a substantial amount of time to research. Such an arrangement could ultimately lead to a major research effort.

Purpose

The seven programs are most compatible in terms of their stated purpose. Six of the seven see themselves as having the single purpose of preparing students for responsible administrative and professional positions in the criminal justice system. Only Long Beach mentions preparation of teachers and researchers in addition to professional administrators.

Degree Requirements

In terms of final degree requirements, the seven programs require about the same number of courses, but differ in other areas, such as: theses, comprehensive examinations, projects and internships. Six of the seven programs provide at least two methods for the student to choose from in fulfilling degree requirements.

Courses

Table XVIII presents the seven programs in terms of the ten course categories described earlier. The most recent catalog or proposed catalog descriptions were used; therefore, the table reflects the course alignments for Fall 77. Note the similar number of courses in Group 1, Research Methods and Independent Study. The differences, for the most part, reflect whether the program is generalized or specialized. Most of the courses in the miscellaneous category are police oriented.

Students and Degrees

Table XIX presents a summary of the number of students accepted and degrees awarded in the seven programs by academic year from 1970 to 1977. When the figures were requested it was anticipated that they would reflect a continued upward trend and be a visual indicator of program growth. To some degree, the figures do reflect an increasing number of students but not consistently and not to the extent expected. One trend does emerge from the table. While there is no comparative

TABLE XVIII
CATEGORIZATION OF CSUC GRADUATE CRIMINAL
JUSTICE COURSES

| <u>Course Categories</u> | <u>Graduate Programs</u> | | | | | | |
|--|--------------------------|-------------|-----------|------------|-------|----------|--------|
| | Long Beach | Los Angeles | San Diego | Sacramento | Chico | San Jose | Fresno |
| (1) Research Methods and Independent Study | 4 | 2 | 4 | 3 | 3 | 3 | 4 |
| (2) Crime and Criminals | 1 | | | 1 | 1 | | 1 |
| (3) Management | 2 | | | 1 | | 1 | |
| (4) Judicial | 1 | | | 1 | 1 | 1 | |
| (5) Corrections | 2 | | 3 | 2 | 3 | 1 | 1 |
| (6) Behavior | 1 | | | | | | 1 |
| (7) Miscellaneous | 6 | 3 | 3 | 1 | | 3 | |
| (8) Survey | 1 | 1 | 1 | 1 | | 1 | 1 |
| (9) Criminalistics | | 7 | | | | | |
| (10) Internship | | | 1 | 1 | 2 | | 1 |
| | — | — | — | — | — | — | — |
| Totals | 18 | 13 | 12 | 11 | 10 | 10 | 9 |

TABLE XIX
SUMMARY OF STUDENTS ACCEPTED AND DEGREES
AWARDED IN CSUC GRADUATE PROGRAMS 1970-1977

| Academic Year | <u>Graduate Programs</u> | | | | | | |
|------------------|--------------------------|-------------|------------|------------|-------|----------|--------|
| | Long Beach | Los Angeles | San Diego* | Sacramento | Chico | San Jose | Fresno |
| 70-74 | Students accepted | 186 | 225 | | | 71 | 59 |
| | Degrees awarded | 30 | 6 | | | 6 | 25 |
| 71-72 | Students accepted | 257 | 243 | 21 | 34 | 15 | 80 |
| | Degrees awarded | 23 | 5 | 5 | | 18 | 14 |
| 72-73 | Students accepted | 280 | 251 | 40 | 47 | 12 | 79 |
| | Degrees awarded | 11 | 4 | 5 | 1 | 18 | 11 |
| 73-74 | Students accepted | 268 | 236 | 92 | 35 | 23 | 80 |
| | Degrees awarded | 30 | 6 | 9 | 15 | 3 | 17 |
| 74-75 | Students accepted | 311 | 250 | 110 | 72 | 25 | 79 |
| | Degrees awarded | 17 | 4 | 9 | 12 | 6 | 13 |
| 75-76 | Students accepted | 204 | 305 | 123 | 117 | 20 | 88 |
| | Degrees awarded | 11 | 3 | 10 | 5 | 2 | 22 |
| 76-77** | Students accepted | 199 | 110 | 59 | 60 | 6 | 65 |
| | Degrees awarded | 5 | 5 | *** | 6 | 3 | 12 |

*San Diego provided the number of students enrolled rather than those accepted.

**Only includes Fall of 76 not Spring of 77.

***Not available.

base, the number of degrees awarded in relation to students accepted seems to be consistently small for all seven programs.

National Perspective

The seven CSUC graduate criminal justice programs comprise half of the programs in California and a little less than seven percent of all the programs in the United States. In many aspects, the CSUC programs reflect the same variety observed in the programs nationwide; while in other aspects, they reflect a more consistent approach. In program name and degree requirements, they display more commonality; while in types of degrees and internal department location, they reflect the great variety of the national programs.

In terms of the number of courses offered, the national programs range from 4 to 49 while the CSUC programs only range from 9 to 18. Five of the CSUC programs (San Diego, Sacramento, Chico, San Jose and Fresno) fall below the mean, median and modal range of courses in all the programs. Los Angeles, with 13 courses, is one of ten programs making up the median and mode. Long Beach, with 18 courses, falls above the mean figure and in the top 25 programs in terms of number of courses.

Table XX presents the percentages of CSUC courses in each category in relation to all programs in each category. The CSUC programs have proportionately more courses in three categories, significantly fewer courses in four categories and about the same percentage in the remaining three categories. These differences suggest the CSUC programs place

TABLE XX
 PERCENTAGE OF CSUC COURSES IN EACH CATEGORY
 IN RELATION TO ALL THE OTHER
 CRIMINAL JUSTICE PROGRAMS

| <u>Course Category</u> | <u>CSUC Percent</u> | <u>Percent of All Programs</u> |
|---|-------------------------|------------------------------------|
| (1) Research Methods and Independent Study | 27 | 17 |
| (2) Crime and Criminals | 5 | 15 |
| (3) Management | 5 | 13 |
| (4) Judicial | 5 | 13 |
| (5) Corrections | 15 | 12 |
| (6) Behavior | 2 | 11 |
| (7) Miscellaneous | 19 | 6 |
| (8) Survey | 7 | 5 |
| (9) Criminalistics | 9 | 4 |
| (10) Internship | 6 | 4 |
| | <hr/> | <hr/> |
| Total | 100% 81 Courses | 100% 1500 Courses |

greater emphasis on: research methods and independent study, police courses and criminalistics than do the composite of the national programs. The CSUC programs are less oriented toward: crime and criminals, management, judicial and behavior than the national programs. And the CSUC programs are roughly the same in: corrections, survey and internship courses.

The next and final chapter contains a summary of the study and some concluding remarks.

CHAPTER VII

CONCLUSION

This chapter contains the summary which focuses on what is now known and concluding remarks which focus on what remains unknown.

Summary

Criminal justice education began in 1916, developed slowly, and then experienced rapid unstructured growth between 1970 and 1975. Graduate criminal justice education programs began to emerge after World War II and followed a similar pattern of growth, modest increases followed by phenomenal proliferation between 1970 and 1975. Currently, there are nearly 400 baccalaureate programs, between 104 and 121 (depending on whose figures) master's level programs and approximately 20 doctoral programs.

The master's degree itself is a confusing phenomena. For some it is a terminal professional degree, holding promises of a better position and higher pay. For others it is merely a preparatory step, leading to several more years of study and learning. For still others, it is a consolation prize, awarded for having tried but failed to obtain the grand prize of a doctoral degree.

Master's level graduate criminal justice programs, to a large extent, are the product of a blend of the unstructured undergraduate program and the confusing character of the master's degree. Therefore, it is not surprising that they vary significantly in purpose, requirements, courses and types of degrees granted. The Hernandez Study compiled catalog descriptions of 104 such programs located in 36 states. That study, more accurate than the IACP Study which reflects 121, provides a great deal of information about individual programs, but little collective data. This study includes a content analysis of the Hernandez Study and therefore provides information concerning the collective nature of those individual programs.

The graduate criminal justice programs across the nation range from a few courses in a psychology department, offering a psychology degree with a criminal justice concentration to a justice center providing specialized education in all the component elements of criminal justice and/or generalized study of the system and the integration of the sub-elements. The most popular category of courses is research methods and independent study, followed by crime and criminals, management, judicial, corrections and then behavior courses.

The primary purpose of most of the programs is graduate education for criminal justice managers, administrators and practitioners. But many also see their role as preparing personnel for teaching and research and/or as preparatory study for future doctoral work. Still others simply state that

their purpose is to contribute knowledge to the field.

These differences in purpose are minor when contrasted with the differences in program names and types of degrees. The 104 institutions have labeled their programs with 21 different titles. Criminal justice or criminal justice administration is the most popular, followed by sociology and administration of justice. Over 50 different degrees are offered with a Master of Science in Criminal Justice being the most popular, followed by Master of Public Administration in Criminal Justice, just plain Master of Arts, then Master of Arts in Criminal Justice.

The requirements to obtain the 50 degrees also vary significantly, but not nearly as much as the degrees themselves. The majority of programs, 63, provide only one method to fulfill degree requirements. Course work, is required by by all programs. A comprehensive oral or written examination is the most popular additional requirement, followed by both a thesis and examination. Of the 32 programs that provide two methods to fulfill requirements, the choice between thesis and extra course work appears most often. Nine programs provide three methods of completion involving a choice, usually between examination, thesis, or projects.

Of the 19 universities in the California State Universities and Colleges system, seven have well defined graduate criminal justice programs. The seven are: San Jose, Fresno, Sacramento, Los Angeles, Long Beach, San Diego and Chico.

These seven programs comprise half the graduate criminal justice programs in California and about seven percent of all programs in the United States. In general, the descriptive data concerning all the programs apply to the CSUC programs. The CSUC programs differ from the national programs primarily in terms of uniformity of name and purpose and a greater concentration of courses dealing directly with criminal justice. The prospective CSUC graduate student can choose between a specialist program in law enforcement, corrections or criminalistics, or a generalized program in criminal justice depending upon his or her choice of university.

Once established, the programs have tended to remain fairly constant. Examination over a seven year period revealed that most changes consisted of course revisions and course additions. Five of the seven plan major revisions and additions for the 1977-78 academic year.

Concluding Comments

Despite completion of this study, the balance between what is known and what is unknown about graduate criminal justice education remains greatly skewed in favor of what is unknown. Many unanswered questions come to mind: Who undertakes graduate criminal justice education? Why? Which candidates are successful? Why? Are there enough programs? Are the programs oriented toward the needs of the profession? Should there be some standards that programs must meet; if so, what should those standards be and who should establish them?

The list of questions could be continued on and on.

Clearly, there is a need for further research directed towards answering some, if not all, of these questions. The graduate programs have the potential to make significant contributions to the field of criminal justice by expanding the body of knowledge, promoting research, and educating interested personnel. However, before this potential can be fully realized, the right questions must be posed and then answered. This writer views the need to develop standards applicable to both specialized and generalized programs, followed by some form of accreditation, as the most pressing research needs of graduate criminal justice education.

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APPENDICES

School of Public Administration
and Urban Studies
SAN DIEGO STATE UNIVERSITY
5402 College Avenue
San Diego, California 92182

M.S. in Criminal Justice Administration

The Master of Science in Criminal Justice Administration degree offers a thirty unit interdisciplinary approach to the criminal justice system. This includes work in the fields of sociology, public administration, psychology and other related disciplines.

Admission Requirements

The student must submit a score on the Aptitude Test of the Graduate Records Examination, and a minimum undergraduate grade point average of 2.5 is required. It is recommended that the undergraduate degree be in a closely related field, with courses in Public Administration 140 and Criminal Justice Administration 146 or the equivalent. These courses may be taken after admission to the program but will not be a part of the 30-hour requirement. A biographical statement and statement of goals must be submitted. Letters of recommendation are not required routinely but may be requested at the discretion of the Admissions Committee.

Completion Requirements

A minimum of 30 semester hours is required, including 18 units of 200-numbered courses (among which are Public Administration 201, 245, 291 or 297, and Criminal Justice Administration 210, 211, 212 and 216) and 12 units of upper division or graduate courses in electives selected with the approval of the graduate advisor. Internship or field experience is offered but not required. The student may choose to write a thesis, prepare a master's project, or take a comprehensive exam.

Course Descriptions

PA 201 SCOPE OF PUBLIC ADMINISTRATION (3)

The development of public administration as an academic discipline; a systematic evaluation of the rise and operations of large-scale public bureaucracies.

CJ 210 SEMINAR IN THE ADMINISTRATION OF CRIMINAL JUSTICE (3)

Administrative problems of criminal justice systems.

CJ 211 SEMINAR IN CORRECTIONAL GROUP METHOD

An exploration of current research and use of group methods in the correctional segments of the criminal justice system.

CJ 212 SEMINAR IN THE HISTORY OF CORRECTIONAL REFORM (3)

The historical development of concepts and practices in the field of corrections with particular emphasis upon developments in the United States.

CJ 216 SEMINAR IN CORRECTIONAL ADMINISTRATION (3)

Selected problems in the administration of correctional problems and institutions. May be repeated for maximum of six credits applicable to a masters degree.

SAN DIEGO STATE UNIVERSITY

Page 2

PA 240 SEMINAR IN PUBLIC ADMINISTRATION (3)

May be repeated for a maximum of six credit units applicable to a master's degree.

PA 241 SEMINAR IN PUBLIC PERSONNEL ADMINISTRATION (3)

Analysis of special problems of public service recruitment; recent developments in government pay administration; planning administration, and evaluation of executive development and other training programs; collective bargaining in government; construction and administration of tests; evaluation of total personnel program.

CJ 245 READINGS IN CRIMINAL JUSTICE ADMINISTRATION (3)

Selected readings in the literature of criminal justice administration.

PA 260 ADMINISTRATION AND PUBLIC POLICY DEVELOPMENT

Social, political, and administrative problems involved in governmental program development and change.

PA 291 PROBLEM ANALYSIS (3)

Analytical treatment of selected problems in Public Administration. Review of methods for investigation and reporting of data. Consideration of problems in preparation of projects or theses.

PA 296 INTERNSHIP IN PUBLIC ADMINISTRATION (1-6)

Students will be assigned to various government agencies and will work under joint supervision of agency heads and the course instructor. Participation in staff and internship conferences.

PA 297 RESEARCH IN PUBLIC ADMINISTRATION (3)

Research in one of the areas of public administration.

PA 298 SPECIAL STUDY (6 units maximum credit)

Individual study

PA 299 THESIS (3)

Preparation of a project or thesis for the master's degree.

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APPENDIX B
GRADUATE CRIMINAL JUSTICE
COURSES IN CALIFORNIA STATE
UNIVERSITIES AND COLLEGES

AD-A046 874

AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OHIO
A COMPARATIVE ANALYSIS OF GRADUATE CRIMINAL JUSTICE EDUCATION P--ETC(U)
MAY 77 J G BURROW
AFIT-CI-77-78

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APPENDIX B

GRADUATE CRIMINAL JUSTICE COURSES IN CALIFORNIA
STATE UNIVERSITIES AND COLLEGES¹

San Jose State University

Administration of Justice Department (semester credits)

- AJ 200 Seminar in Criminal Law (3)
Study of the philosophy of law, legal development, and the impact of recent legislation and court decisions. Prerequisite: AJ 101 and 202 or equivalents and consent of instructor.
- AJ 201 Seminar in the Administration of Justice (3)
A comprehensive study of the justice system which includes law enforcement, courts, and corrections with emphasis on the various role relationships and social processes involved. Prerequisite: AJ 202.
- AJ 202 Seminar in Justice Systems Research (3)
An examination of the techniques of conducting research into various areas of the justice system with emphasis on individual projects. Prerequisites: Stat. 115A or equivalent and consent of instructor.
- AJ 203 Seminar in Justice Management (3)
A survey of the concepts and methods of management as applied to the administration of justice system agencies. Prerequisites: AJ 160 or its equivalent.
- AJ 204 Seminar in Community Relations (3)
An examination of the problems in the relationship between the justice system and the community.
- AJ 205 Seminar in Principles of Investigation (3)
Research will be conducted involving recent developments in investigative techniques, requirements for handling physical evidence, and methods of scientific examination and evaluation of physical evidence.
- AJ 206 Discussions on Comparative Criminal Justice Systems (3)
Research, presentation, and discussion of criminal justice systems in various states and throughout the world. Consideration will be given to the practical possibilities of emulating the successful experiments of other states and nations in police,

¹This information was obtained from the most recent catalogs available from the respective institutions as well as proposed catalog revisions for the 1977-78 academic year.

court, and correctional administration.

- AJ 208 Discussions on Correctional Change (3)
An examination of the historical development, current changes, and future trends in correctional policy and administration. Discussion of the various correctional strategies with emphasis given to the underlying social and ethical issues. Prerequisites: AJ 104 and 201 or equivalents.
- AJ 298 Special Study (1-3)
Advanced individual research projects or guided readings and reports in preparation for comprehensive examination. Prerequisite: Consent of instructor. Credit/No Credit grading.
- AJ 299 Master's Thesis or Project (1-3)
Supervised thesis or project work done in the administration of justice field. Thesis work must conform to the traditional thesis guidelines in terms of organization and definition of a specific problem. Project work must be an original research or innovative contribution directly related to a particular criminal justice agency or program. Prerequisite: Consent of instructor. (Credit/No Credit grading)

California State University, Fresno

Department of Criminology (semester credits)

- Crim 200 Research Methods in Criminology (3)
Prerequisite: Graduate standing or permission of instructor. Methods and techniques of research in criminology; research designs and models; statistical techniques; preparation and critiques of a research paper.
- Crim 201 History of Western Criminological Thought (3)
Prerequisite: Crim 132 and permission of instructor. An historical approach to criminological theory in Western civilization. Special treatment will be given to the theoretical underpinnings of contemporary United States criminological thought. Detailed analysis of major 18th, 19th, and early 20th century Occidental thought will be undertaken.
- Crim 202 Criminal Legal Process (3)
Prerequisite: Crim 117 and permission of instructor. Advanced study in criminal legal process. Analysis of contemporary legal issues from arrest to final disposition.

- Crim 203 Criminal Justice Administration (3)
Prerequisite: Permission of instructor. A comprehensive assessment of the historical evolution of the criminal justice system, including current status and future growth; organization/management theory and practice relating to criminal justice; individual research.
- Crim 220 Seminar in Group Therapy in Criminal Justice Agencies (3) Prerequisite: Crim 200, 201, 202, and 203 or permission of instructor. The theory and practice of group therapy in criminal justice agencies. Use of transactional analysis concepts will be used in describing group interactions
- Crim 221 Seminar in Family Counseling in Criminal Justice Agencies (3) Prerequisite: Crim 200, 201, 202, and 203 or permission of instructor. The theory and practice of family counseling in criminal justice agencies.
- Crim 227 Seminar in Crime and Delinquency Prevention Programs (3) Prerequisite: Crim 200, 201, 202, and 203 or permission of instructor. Policies and program for prevention and control of delinquency and crime; evaluation of specific programs; principles of prevention and control.
- Crim 252 Seminar in Criminal Justice Personnel Administration (3) Prerequisite: Crim 200, 201, 202 and 203 or permission of instructor. The historical development of modern theory and practice in criminal justice agencies; including: manpower, merit concepts, concepts of man and work, classification, training and compensation, collective bargaining, and organizational communication.
- Crim 255 Seminar in Criminal Justice Labor Relations (3)
Prerequisite: Crim 200, 201, 202, and 203 or permission of instructor. The historical development of labor relations theory and practice in criminal justice agencies; including: legislation, court decisions, collective bargaining agreements, arbitration awards, and fact-finding, and administrative law decisions.
- Crim 270T Problems in Criminology (1-6 max total 12 if topics not repeated) Prerequisite: Crim 200, 201, 202, and 203 or permission of instructor. Special problems in law enforcement or corrections; individual research in laboratory, library, or field-work; formal written reports. Weekly conference with instructor.

- Crim 281 Supervised Professional Experience (-6 max total 6)
Open only to criminology students. Prerequisite:
permission of instructor and selected agency.
Supervised professional experience in law enforcement or correctional work.
- Crim 290 Independent Study (1-3 max total 3)
See Academic Placement - Independent Study
- Crim 292 Readings in Criminology (1-3 max total 3)
Prerequisite: Permission of instructor and Chairperson, Criminology Graduate Committee. Individually directed readings in an area of special concern to the student's graduate program; appropriate written reports and evaluation required; individual student conferences.
- Crim 298 Directed Research (3-6 max total 3)
Prerequisites: Crim 200, 201, 202, and 203.
Directed research in criminological problems; preparation, completion, and submission of an acceptable project leading to the master's degree. Individual conferences, oral defense of study.
- Crim 299 Thesis or Project (2-4 max total 4)
Prerequisites: Crim 200, 201, 202, and 203; see Master's Degrees - Thesis Requirement. Preparation, completion, and submission of an acceptable thesis or project for the master's degree.

California State University, Sacramento

Department of Criminal Justice (semester credits)

- Cr J 200 Research Methods in Criminal Justice (3)
Research theory and methodology in Criminal Justice; research design; conceptual models; design and preparation of Master's thesis prospectus. Prerequisite: Cr J 101 or equivalent and consent of instructor. (Fall or Spring)
- Cr J 230 Seminar in Treatment of the Criminal Offender (3)
Contemporary correctional policy will be evaluated through a systematic study of the literature in the social sciences, the autobiographies of prisoners, and the writings of prison critics. Consent of instructor. (Fall or Spring)

- Cr J 250 Seminar in the Administration of Justice (3)
A comprehensive assessment of efficiency and effectiveness in the administration of justice utilizing empirical studies focusing upon the police, the courts, and the corrections agency; systems analysis and the criminal justice planning process; changing manpower and career patterns in criminal justice. Prerequisite: Cr J 160 or consent of instructor. (Fall or Spring)
- Cr J 251 Seminar in Blue and White Collar Crimes (3)
Business and professional people are both victims and perpetrators of crimes. Blue and white collar employers, employees, clients, customers, and public members engage in criminal conduct that greatly exceeds the magnitude of crimes in the streets. This course explores the problems in identifying, analyzing, and curtailing crimes with business and professional environments. Prerequisite: Consent of instructor. (Fall or Spring)
- Cr J 260 Seminar in the Management of Complex Justice Organizations (3). Description, analysis, solution and synthesis of contemporary management problems in criminal justice organizations; presentation and exemplary implementation of management concepts significant to criminal justice organizations; review of case studies for management problem recognition; and the study of operational systems. Prerequisite: Cr J 165 or consent of instructor. (Fall or Spring)
- Cr J 270 Seminar in Criminal Law (3)
The scope and technique of the substantive criminal law: "Ordinary crimes" and statutory offenses; substantive criminal law principles controlling acts of law enforcement agents; perspectives on law in action through a review of empirical studies in the behavioral and social sciences. Prerequisite: Cr J 174A or 174B or consent of instructor. (Fall or Spring)
- Cr J 271 Corrections Law (3)
Review and analysis of recent court decisions affecting prisons, jails, probation, and parole, with attention to the changing views of the rights of the corrections client, relationships of courts to corrections agencies, mechanisms for compliance with changed laws, impact upon worker-client relationships, and changes in administrative responsibilities and liabilities. (Fall or Spring)

- Cr J 296 Experimental Offerings in Criminal Justice (2-4)
To be offered in the various fields of Criminal Justice in response to student needs. Pre-requisite: Consent of instructor. (Fall or Spring)
- Cr J 295 Fieldwork in Criminal Justice (3)
Directed observations and work experience in public or private agencies offering services to the correctional client. Supervision is provided by both the instructional staff and the cooperating agencies. One day per week. Classified graduate standing and faculty approval required. (Fall or Spring)
- Cr J 299 Special Problems (1-3)
Individual projects or directed reading. Open only to those students who are competent to carry on individual work. Admission to this course requires approval of the instructor and the department chair. Credit/No Credit. (Fall or Spring)
- Cr J 500 Master's Thesis (2-4)
Credit given upon successful completion of a thesis approved for the master's degree. Open only to graduate students who have been advanced to candidacy for the master's degree and who secure the permission of their theses committee. Should be taken in final semester prior to the completion of all requirements for the degree. Number of units credit is determined by the candidate's master's degree advisory committee. (Fall or Spring)

California State University, Los Angeles

Department of Criminal Justice (quarter credits)

- Cr J 501 Seminar: Administration of Justice (4)
Advance studies of interrelating component parts of criminal justice system, with particular emphasis on managerial aspects of agencies involved.
- Cr J 506 Seminar: Comparative Law Enforcement Administration (4). Comparison of criminal justice systems, national, state, county, and municipal levels; military police systems. Investigation of organizations, practices and trends.

- Cr J 538 Seminar: Law Enforcement Problems (4)
Advanced investigation and reports on selected critical problems in criminal justice; emphasis on scientific method and acquaintance with reliable methods of research.
- Cr J 551 Advanced Criminalistics I (3)
Prerequisite: Consent of instructor. Methods of scientific analysis, comparison and identification of physical evidence and its presentation in court, blood alcohol, prints and imprints, paint, glass, soil, dust, dirt and debris. Lecture 2 hours, laboratory 3 hours.
- Cr J 552 Advanced Criminalistics II (3)
Prerequisite: Consent of instructor. Scientific analysis and comparison and identification of physical evidence and its presentation in court: blood, biological fluids, stains, hairs and textile fibers, weapons, bullets and cartridges, tool marks, bombs and explosives. Lecture 2 hours, laboratory 3 hours.
- Cr J 553 Advanced Criminalistics II (3)
Prerequisite: Consent of instructor. Methods of scientific analysis, comparison and identification of physical evidence and its presentation in court: arson evidence, narcotic, hypnotic, sedative and hallucinatory drugs, toxicological analysis. Lecture 2 hours, laboratory 3 hours.
- Cr J 554 Identification of Modern Drugs (4)
Prerequisite: Consent of instructor. Nature, therapeutic action, toxicology, chemical and physical identification of modern drugs; drug nomenclature; scientific, official and trade names; drug classification.
- Cr J 555 Questioned Document Analysis (4)
Prerequisite: Consent of instructor. Analysis of handwriting, typewriting, inks, paper, forgeries, alterations, erasures; use of photographic, microscopic, infrared and ultraviolet light equipment; presentation of evidence in court. Lectures and demonstration.
- Cr J 556 Seminar: Special Problems in Criminalistics (4)
Prerequisite: Consent of instructor. Inquiry in depth into criminalistics, with emphasis on homicide and major crime, literature of criminalistics field, correlation and synthesis of different methods of approach to criminalistics problems.

- Cr J 557 Legal Medicine in Criminalistics (4)
Prerequisite: Consent of instructor. Correlation of findings of autopsy surgeon and criminalist; traumatic injuries, evaluation of wounds, time of death, rigor mortis, post mortem lividity; recognition of poison deaths.
- Cr J 581 Law Enforcement Bibliography and Research (4)
Research methodology in criminal justice field, survey of authorities and their writings, research reports and manuscripts.
- Cr J 598 Graduate Directed Study (1-5)
Prerequisite: Consent of an instructor to act as sponsor. Independent study of advanced topics covering the criminal justice system; regular conferences with sponsor. May be repeated to maximum of 9 units; maximum of 12 units in combination of Cr J 499 and 598 may be applied toward degree.
- Cr J 599 Thesis (1-4)
Prerequisite: Consent of instructor to act as sponsor and departmental approval of topic prior to registration. Independent research resulting in a thesis. May be repeated to maximum of 4 units. Graded CR/NC only.

California State University, Long Beach

Department of Criminal Justice (semester credits)

- Cr J 512 Problems in Urban Criminal Justice (3) S
Control and prevention of crime in urban settings; interagency relationships; the changing law enforcement processes.
- Cr J 521 Criminal Justice Administration (3) F
Historical development of criminal justice programs; concepts, issues and theories of criminal justice administration; program planning and development; new management techniques.
- Cr J 541 Correctional Counseling and Case Management (3) F
Issues, problems and situations confronting the correctional counselor/caseworker with suggestions for counselor strategies and reactions. The personal counseling or treatment role of the counselor/caseworker in the correctional milieu is emphasized. Referral strategies and suggestions for effective use of correctional resources in program design are included.

- Cr J 551 Criminal Justice Legal Systems (3) F
Prerequisites: Basic law course. Legal theories; examination of criminal law, evidence and procedure, origin, philosophy and development of legal reasoning.
- Cr J 581 Theories of Crime Causation and Prevention (3) F
Prerequisite: Consent of instructor. Relationship and interaction between social structure and crime. Investigation into the classical and behavioral theories of crime and crime prevention.
- Cr J 599 Special Topics in Criminal Justice (3) F, S
Prerequisite: Consent of instructor. Group investigation of selected topics in criminal justice. Topics to be announced in the Schedule of Classes. May be repeated for a maximum of six units.
- Cr J 621 Seminar in Criminal Justice Administration (3) S
Prerequisite: Criminal Justice 521 or equivalent. Reports based on original investigation, review of recent books, periodicals, investigation of topics of current interest.
- Cr J 622 Seminar in Administration of Criminal Justice Information Systems (3) S. Consent of instructor: Special study and original research in automatic data processing applications in the administration of criminal justice; technological, and other developments; equipment and methods; staff studies and potentialities.
- Cr J 623 Seminar in Comparative Criminal Justice Administration (3) F. Consent of instructor. Advanced study of the theories, philosophies and techniques of criminal justice world wide and nationwide. Intensive review of the literature, recent developments and individual research.
- Cr J 624 Seminar in Criminal Justice Problems (3) S
Consent of instructor. Intensive study and individual research of the problem areas in the broad spectrum of criminal justice.
- Cr J 640 Seminar in Police Administration (3) S
Theories, concepts and issues related to the administration, organization and management of the police function. Research into changes and modifications taking place.

- Cr J 641 Seminar in Correctional Administration (3) S
Theories, concepts and issues related to the administration, organization and management of probation, parole and institutional programs. Research into changes and modifications taking place.
- Cr J 650 Seminar in Juvenile Justice (3) F
Study of juvenile justice programs administered by the police, courts and correctional agencies; analysis of theories of delinquency causation and prevention: Current issues.
- Cr J 690 Seminar in Criminal Justice Program Evaluation (3) S. The application of the social scientific research methods to determine effectiveness of operational criminal justice programs. Analysis of reports of evaluative research. Preparation of reports.
- Cr J 696 Research Methodology (3) F
Consent of instructor. Scientific method of research; variations in research design and methodology; application of research findings to problem solution.
- Cr J 697 Directed Research (1-3) F, S
Prerequisites: Consent of instructor, advancement to candidacy. Independent research into criminal justice problems; issues and theories.
- Cr J 698 Thesis or Project (1-4) F, S
Prerequisites: Criminal Justice 696 advancement to candidacy. Planning, preparation and completion of a thesis or project.
- Cr J 699 Criminal Justice Integrated Analysis (3)
Prerequisites: Classified M.S. status and within six units of completion of the 30 unit minimum graduate program. A comprehensive course which serves as the required terminal examination for Department of Criminal Justice candidates. A project is required. A principal requirement will be the integration synthesis of concepts and issues covered in the core courses of the curriculum.

San Diego State UniversitySchool of Public Administration and Urban Studies (semester credits)

- CJA 601 (210) Seminar in the Administration of Criminal Justice (3) Prerequisite: Criminal Justice Administration 301 or 310. Administrative problems of criminal justice system.
- CJA 630 (216) Seminar in Correctional Administration (3) Prerequisite: Criminal Justice Administration 530. Selected problems in the administration of correctional programs and institutions. Maximum credit six units applicable on a master's degree.
- CJA 631 (211) Seminar in Correctional Group Method (3) Prerequisite: Sociology 513 or 514 or Criminal Justice Administration 321 or 531. An exploration of current research and use of group methods in the correctional segment of the criminal justice system.
- CJA 632 (212) Seminar in the History of Correctional Reform (3) Prerequisite: Criminal Justice Administration 321 or 531 or Sociology 513 or 514. The historical development of concepts and practices in the field of corrections with emphasis upon developments in the United States.
- CJA 633 Seminar in Judicial Administration (3) Prerequisite: Criminal Justice Administration 333. Exploration of leading issues from state and federal perspectives along with the interrelationships between courts and other components of the justice system, especially police and correctional agencies.
- CJA 791 Seminar in Readings in Criminal Justice Administration (3) Prerequisite: Six graduate units in criminal justice administration. Selected reading in the literature of criminal justice administration.
- CJA 792 Seminar Problem Analysis (3) Analytical treatment of selected problems in criminal justice administration. Review of methods for investigation and reporting of data. Consideration of problems in preparation of projects or theses.
- CJA 796 Internship in Criminal Justice Administration (3) Prerequisite: Consent of instructor. Students are assigned to various government agencies and work under joint supervision of agency heads and the course instructor. Participation in staff and internship conferences.

- CJA 797 Research in Criminal Justice Administration (3) Cr/NC
 Prerequisite: Consent of Coordinator of Criminal
 Justice Administration. Research in one of the
 areas of criminal justice administration.
- CJA 798 Special Study (1-3) Cr/NC
 Prerequisite: Consent of staff, to be arranged
 with Coordinator and instructor. Individual study.
 Maximum credit six units.
- CJA 799A Thesis (3) Cr/NC
 Prerequisites: An officially appointed thesis
 committee and advancement to candidacy. Prepara-
 tion of a project or thesis for the master's degree.
- CJA 799B Thesis Extension (0) Cr/NC
 Prerequisite: Prior registration in Thesis 799A
 with an assigned grade symbol of SP. Registration
 required in any semester or term following assign-
 ment of SP in Course 799A in which the student
 expects to use the facilities and resources of the
 university; also student must be registered in the
 course when the thesis is granted final approval.

California State University, Chico

Department of Social Welfare and Corrections (semester credits)

- SWC 300 Criminal Law and Corrections (3) F
 The relationship between social deviancy and law.
 An understanding of "due process" and legal respon-
 sibility. A review of current problems and prac-
 tices in the administration of justice.
- SWC 306 Dynamics of Deviant Behavior (3) F
 An analysis of the psychological, sociological and
 cultural factors involved in delinquent and criminal
 behavior.
- SWC 335 Correctional Treatment, Group (3) S
 Concurrent enrollment in 389B and 390B required
 unless approved by the graduate advisory committee.
 An understanding of the group process. Advanced
 methods in group counseling, group therapy, group
 work, and milieu therapy. Its use and function in
 correctional institutions and field services.
- SWC 340 Correctional Treatment, Individual (3) S
 Concurrent enrollment in 389A and 390A required
 unless approved by the graduate advisory committee.
 Casework techniques in an authoritarian setting.
 Individual focus to enable the social deviant to
 make an acceptable adjustment within society.

- SWC 350 Seminar in Correctional Administration (3) F
The administration of youth and adult correctional institutions as well as field service. Emphasis placed on model correctional system and innovative techniques used in the community.
- SWC 375 Seminar in Correctional Research (3) F
Nature and purpose of correctional research. Strong emphasis on program evaluation. Critical assessment of significant studies. The research process. Appropriate methodological
- SWC 389AB Correctional Practicum (4,4) S
Concurrent enrollment in 335 and/or 340, and 389A and/or 389B required unless approved by the graduate advisory committee. An opportunity for the student to learn by doing in an advanced correctional agency.
- SWC 390AB Seminar on Correctional Practicum (1,1) S
Concurrent enrollment in 335 and/or 340, and 389A and/or 389B required. Focus on the growth and development of the student in relation to field work and general problems the practitioner faces in corrections.
- SWC 398 Independent Study (1-6) F S
Independent study and investigation of special problems in student's area of concentration.
- SWC 399 Master's Study (1-6) F S

APPENDIX C
QUESTIONNAIRE AND ACCOMPANING LETTERS

GRADUATE CRIMINAL JUSTICE EDUCATION QUESTIONNAIRE

1. a. In what year was your undergraduate criminal justice program established? _____
- b. In what year was your graduate criminal justice program established? _____
2. a. How many students were accepted in your graduate criminal justice program during the following academic years? (use the academic year that is appropriate)

SEMESTERS

| | | |
|--------|----|-------|
| Fall | 70 | _____ |
| Spring | 71 | _____ |
| Fall | 71 | _____ |
| Spring | 72 | _____ |
| Fall | 72 | _____ |
| Spring | 73 | _____ |
| Fall | 73 | _____ |
| Spring | 74 | _____ |
| Fall | 74 | _____ |
| Spring | 75 | _____ |
| Fall | 75 | _____ |
| Spring | 76 | _____ |
| Fall | 76 | _____ |

QUARTERS

| | | |
|--------|----|-------|
| Fall | 70 | _____ |
| Winter | 71 | _____ |
| Spring | 71 | _____ |
| Fall | 71 | _____ |
| Winter | 72 | _____ |
| Spring | 72 | _____ |
| Fall | 72 | _____ |
| Winter | 73 | _____ |
| Spring | 73 | _____ |
| Fall | 73 | _____ |
| Winter | 74 | _____ |
| Spring | 74 | _____ |
| Fall | 74 | _____ |
| Winter | 75 | _____ |
| Spring | 75 | _____ |
| Fall | 75 | _____ |
| Winter | 76 | _____ |
| Spring | 76 | _____ |
| Fall | 76 | _____ |

- b. How many criminal justice graduate degrees were awarded during the following academic years?

| | | | | | |
|------|----|----|---------|----|-------|
| Sept | 70 | -- | Aug | 71 | _____ |
| Sept | 71 | -- | Aug | 72 | _____ |
| Sept | 72 | -- | Aug | 73 | _____ |
| Sept | 73 | -- | Aug | 74 | _____ |
| Sept | 74 | -- | Aug | 75 | _____ |
| Sept | 75 | -- | Aug | 76 | _____ |
| Sept | 76 | -- | Present | | _____ |

3. a. What do you consider to be the most significant improvement in your graduate program since its inception?

QUESTIONNAIRE PAGE 2

3. b. When was this improvement implemented? Month/Year

4. What do you consider to be the primary purpose of your
graduate program?

5. Have you added additional seminar offerings for academic
year 1977-78? If so, could I have an advance copy of the
material for the general catalog?

Jerry G. Burrow
127 Schwartz Dr.
Mather AFB, CA 95655

14 Feb 77

Graduate Coordinator
Criminal Justice Administration
Department of Public Administration and Urban Studies
San Diego State University
San Diego, CA 92182

Dear Sir:

I am a graduate student in the Department of Criminal Justice at California State University, Sacramento. As part of my education program, I am conducting a study of graduate criminal justice education in California State Universities and Colleges under the guidance of Dr. Thomas Phelps. Specifically, my study is aimed at identifying program patterns and trends between 1970 and 1977.

Much of the needed information relevant to program options and courses offered is available in the respective university and college graduate bulletins and general catalogs. However, some needed data concerning the various programs is not available from published sources. It would be most helpful if you would complete the enclosed questionnaire and return it to me by mail. A stamped self-addressed envelope is also enclosed.

Your cooperation is sincerely appreciated.

Thank you,

Jerry G. Burrow

Jerry G. Burrow
127 Schwartz Drive
Mather AFB, CA 95655
Phone: 916-362-7367

Dean of Graduate Studies
San Jose State University
125 South 7th Street
San Jose, CA 95192

15 March 1977

Dear Sir:

About one month ago, 14 Feb 77, I wrote to the Graduate Coordinator of the Department of Administration of Justice. My letter explained that as a graduate student at California State University, Sacramento, I am conducting a study of Graduate Criminal Justice Education in California State Universities and Colleges. I included a short questionnaire and stamped, self-addressed envelope, hoping primarily, to obtain data concerning the number of students accepted in the Graduate Administration of Justice Program and the number of degrees awarded. Thus far, I have not received a reply.

It occurred to me that perhaps much of the needed data is more readily available in your office. It would be most helpful if you would complete the enclosed questionnaire and return it to me by mail. Perhaps a phone call from you to the Administration of Justice Graduate Coordinator would help in either getting him to answer or complement your information so that you could answer the questionnaire. If an exact count of students accepted is not available, even an estimate would be helpful.

Thank you for your assistance in this endeavor.

Jerry G. Burrow

Enclosures:

1. Questionnaire
2. Stamped, self-addressed envelope

APPENDIX D
NAMES AND ADDRESSES OF
GRADUATE CRIMINAL JUSTICE PROGRAMS
IN EACH LEAA REGION

APPENDIX D

NAMES AND ADDRESSES OF GRADUATE CRIMINAL JUSTICE PROGRAMS IN EACH LEAA REGION

Region 1

Department of Political Science
The University of Connecticut
Storrs, Connecticut 06268

Department of Criminal Justice
University of New Haven
300 Orange Avenue
West Haven, Connecticut 06576

Master of Public Service Program
Clark University
Worcester, Massachusetts 01610

College of Criminal Justice
Northeastern University
144 Knowles-Volpe
360 Kunting Avenue
Boston, Massachusetts 02115

Division of Graduate Studies
Community Leadership and Development Program
Springfield College
Springfield, Massachusetts 01109

Department of Sociology
The Graduate School of Arts and Sciences
Tufts University
Medford, Massachusetts 02155

Region 2

John Jay College of Criminal Justice
Of the City University of New York
444 West 56 Street
New York, New York 10019

Department of Criminal Justice
C. W. Post Center
Long Island University
Greenvale, New York 11548

School of Criminal Justice
State University of New York at Albany
Albany, New York 12210

School of Criminal Justice
Rutgers University
53 Washington Street
Newark, New Jersey 07102

Region 3

Center for the Administration of Justice
College of Public Affairs
The American University
Washington, D. C. 20016

Graduate School of Arts and Sciences
Department of Forensic Science
The George Washington University
Washington, D. C. 20006

Criminal Justice Department
University of Baltimore
1420 North Charles Street
Baltimore, Maryland 21201

Institute of Criminal Justice and Criminology
Division of Behavioral and Social Sciences
University of Maryland
College Park, Maryland 20742

Graduate School of Business and Administration
Duquesne University
Pittsburg, Pennsylvania 15219

The Correctional Specialist Program
Gannon College
6th and Peach Streets
Erie, Pennsylvania 16501

Center for the Study of Crime Prevention and Treatment
School of Social Work
Marywood College
2300 Adams Avenue
Scranton, Pennsylvania 18509

Department of Sociology
Temple University
Philadelphia, Pennsylvania 19122

Center for Studies in Criminology and Criminal Law
Department of Sociology
University of Pennsylvania
Philadelphia, Pennsylvania 19174

Department of Chemistry
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Department of Criminology
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Department of Administration of Justice and Public Safety
Virginia Commonwealth University
816 West Franklin Street
Richmond, Virginia 23284

Region 4

Criminal Justice Program
Division of Science
Auburn University at Montgomery
Montgomery, Alabama 36109

School of Law Enforcement
Jacksonville State University
Albert P. Brewer Hall
Jacksonville, Alabama 36265

Criminal Justice Department
University of Alabama in Birmingham
University Station
Birmingham, Alabama 35294

Law Enforcement and Criminal Justice Program
School of Social Work
The University of Alabama
Post Office Box 1935
University, Alabama 35486

School of Criminology
The Florida State University
Tallahassee, Florida 32306

Criminal Justice Program
Rollins College
Box 235
Winter Park, Florida 32789

Program in Applied Sciences
University of Miami
P. O. Box 248074
Coral Gables, Florida 33124

Criminal Justice Program
University of South Florida
Tampa, Florida 33620

Graduate Division
School of Urban Life
Georgia State University
Atlanta, Georgia 30303

Department of Political Science
University of Georgia
Athens, Georgia 30602

Department of Sociology/Anthropology/Criminal Justice
Valdosta State College
Patterson Street
Valdosta, Georgia 31601

College of Law Enforcement
Eastern Kentucky University
Richmond, Kentucky 40475

School of Police Administration
University of Louisville
Louisville, Kentucky 40208

Department of Sociology and Anthropology
Western Kentucky University
Bowling Green, Kentucky 42101

Criminal Justice Department
College of Liberal Arts
University of Southern Mississippi
Southern Station, Box 5127
Hattiesburg, Mississippi 39401

Institute of Policy Sciences and Public Affairs
Duke University
Box 4875 Duke Station
Durham, North Carolina 27706

Graduate Program in Criminal Justice
University of South Carolina
Columbia, South Carolina 29208

Department of Political Science
East Tennessee State University
Johnson City, Tennessee 37601

Region 5

Psychology Department
Chicago State University
95th and King Drive
Chicago, Illinois 60628

Sangamon State University
Shepherd Road
Springfield, Illinois 62708

The Center for the Study of Crime, Delinquency, and Corrections
Southern Illinois University at Carbondale
Carbondale, Illinois 62901

The School of Social Service Administration
The University of Chicago
969 East Sixteenth Street
Chicago, Illinois 60637

Department of Criminal Justice
College of Liberal Arts and Sciences
University of Illinois at Chicago Circle
Box 4348
Chicago, Illinois 60680

School of Graduate Studies
Department of Criminology
Indiana State University
Terre Haute, Indiana 47809

Department of Forensic Studies
Indiana University
Bloomington, Indiana 47401

Department of Sociology
Eastern Michigan University
Ypsilanti, Michigan 48197

School of Criminal Justice
College of Social Science
Michigan State University
Linton Hall
East Lansing, Michigan 48824

Center for Criminal Justice Studies
University of Detroit
4001 West McNichols Road
Detroit, Michigan 48221

School of Social Work
The University of Michigan
1065 Frieze Building
Ann Arbor, Michigan 48104

Department Of Political Science
College of Liberal Arts
Wayne State University
Detroit, Michigan 48202

School of Social Work
Western Michigan University
Kalamazoo, Michigan 49001

Department of Sociology
Mankato State College
Mankato, Minnesota 56001

Department of Sociology
University of Minnesota
Minneapolis, Minnesota 55455

Department of Sociology
Bowling Green State University
Bowling Green, Ohio 43403

Department of Sociology and Anthropology
Kent State University
Kent, Ohio 44240

School of Public Administration
The Ohio State University
1775 South College Road
Columbus, Ohio 43210

College of Education
University of Akron
302 East Buchtel Avenue
Akron, Ohio 44325

Department of Rehabilitation Counseling
University of Cincinnati
Cincinnati, Ohio 45221

The Graduate School
Xavier University
Vicory Parkway
Cincinnati, Ohio 45207

Department of Criminal Justice
Youngstown State University
410 Wick Avenue
Youngstown, Ohio 44555

Department of Sociology and Anthropology
Center for Criminal Justice and Social Policy
Marquette University
1324 West Wisconsin Avenue
Milwaukee, Wisconsin 53233

Region 6

College of Arts and Sciences
Oklahoma City University
Oklahoma City, Oklahoma 73106

Department of Sociology
Oklahoma State University
Stillwater, Oklahoma 74074

Criminal Justice Department
American Technological University
P. O. Box 1416
U. S. Highway 190 West
Killeen, Texas 76541

Institute of Contemporary Corrections and Behavioral Sciences
Sam Houston State University
Huntsville, Texas 77340

Department of Political Science
Sul Ross State University
Alpine, Texas 79830

Department of Political Science
Texas Christian University
Fort Worth, Texas 76129

Institute of Urban Studies
The University of Texas at Arlington
P. O. Box 19069
Arlington, Texas 76019

Sociology Department
New Mexico State University
Las Cruces, New Mexico 88001

Region 7

Department of Sociology
The University of Iowa
Iowa City, Iowa 52240

Department of Sociology
Kansas State University
Manhattan, Kansas 66506

Department of Administration of Justice
Wichita State University
Wichita, Kansas 67208

Department of Criminal Justice Administration
School of Public Services
Central Missouri State University
Warrensburg, Missouri 64093

Department of Sociology
University of Missouri-St Louis
8001 Natural Bridge Road
St Louis, Missouri 63121

Department of Criminal Justice
The University of Nebraska at Omaha
Box 688
Omaha, Nebraska 68101

Region 8

Graduate Department of Sociology
University of Colorado/Colorado Springs
Cragmor Road
Colorado Springs, Colorado 80907

Graduate School of Public Affairs
University of Colorado at Denver
Denver, Colorado 80202

College of Law
University of Denver
200 West 14th Avenue
Denver, Colorado 80204

Graduate School of Public Affairs
University of Colorado at Boulder
Boulder, Colorado 80302

Department of Sociology
University of Montana
Missoula, Montana 59801

Institute of Government Service
Brigham Young University
Provo, Utah 84601

Region 9

Center of Criminal Justice
Arizona State University
Academic Services Building
Tempe, Arizona 85281

Department of Police Science and Administration
Northern Arizona University
Box 6014
Flagstaff, Arizona 86001

Department of Public Administration
College of Business and Public Administration
University of Arizona
Tucson, Arizona 85721

Administration of Justice Department
California Lutheran College
Thousand Oaks, California 91360

Department of Social Welfare and Corrections
California State University, Chico
Chico, California 95926

Department of Criminology
School of Professional Studies
California State University, Fresno
Fresno, California 93740

Department of Criminal Justice
California State University, Long Beach
6101 E. Seventh Street
Long Beach, California 90840

Department of Criminal Justice
California State University, Los Angeles
5157 State University Drive
Los Angeles, California 90032

School of Arts and Sciences
California State University, Sacramento
6000 J Street
Sacramento, California 95819

Graduate Division
Chapman College
333 North Glassell Street
Orange, California 92667

Graduate School of Public Administration
Golden Gate University
536 Mission Street
San Francisco, California 94105

Pepperdine University
8035 South Vermont Avenue
Los Angeles, California 90044

School of Public Administration and Urban Studies
San Diego State University
5402 College Avenue
San Diego, California 92182

Sociology Department
San Francisco State University
1600 Holloway
San Francisco, California 94132

Department of Administration of Justice
San Jose State University
125 South 7th Street
San Jose, California 95192

Program of Social Ecology
University of California, Irvine
Irvine, California 92664

School of Public Administration
Center for the Administration of Justice
University of Southern California
3601 South Flower Street
Los Angeles, California 90007

Region 10

Department of Social Science
Oregon College of Education
Monmouth, Oregon 97361

Department of Sociology
University of Oregon
Eugene, Oregon 97403

Program in Law and Justice
Central Washington State College
Ellensburg, Washington 98926

Department of Police Science and Administration
Washington State University
Pullman, Washington 99163